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ABSTRACT

The Urban 4-H Program involved low income, inner city youth in two of the State's largest cities. The project background is described. Data bearing on the program planning process and attempts to ascertain the nature, source, and extent of influences affecting that process is analyzed. Urban 4-H Program participants are compared on several characteristics to a random sample of nonparticipating youth. In addition, longitudinal data and an analysis of Urban 4-H participants and the program staff are presented. Finally, the first three years of experience with the program, the conclusions from this experience, and recommendations with respect to future programs are described. (Author/MC)

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URBAN 4-H IN WEST VIRGINIA

A Longitudinal Evaluation and Development of a Programming Model

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PREFACE

This is the final report of the evaluation of West Virginia University's Urban 4-H Program which began in 1972. The Urban 4-H Program was unique in several important respects. First, by addressing itself to low-income, inner-city youth in two of the State's largest cities, it sought to broaden 4-H's clientele thus contributing toward the goal of 4-H becoming a total youth development program. Second, the Urban 4-H Program used new program planning and implementation methods not previously used by 4-H in West Virginia. And, third, the Program was evaluated from almost the moment of its inception to the present by the Office of Research and Development, an applied social and economic research unit in the Center for Extension and Continuing Education. Continuous feedback and interaction between the evaluation and program staffs and Extension administrators demonstrated the feasibility of such an arrangement and provided insights useful for program corrections and modifications.

All in all, the evaluation team believes the data strongly support the conclusion that the West Virginia Urban 4-H Program was successful and, with proper care, that success could be duplicated in other West Virginia cities and cities in other states. As this report reveals, practically every aspect of the Urban 4-H Program was studied in detail. Chapter I deals with the project background with particular emphasis on the process of introducing a new program thrust upon an already fully committed staff. Chapter II describes the program planning process and its evolution over time. In Chapter III, Urban 4-H Program participants are compared in several respects to a random sample of nonparticipating youth. This comparison is based upon an analysis of data from selected school records. In Chapters IV-VI, longitudinal data and analysis are presented which deal with the Urban 4-H participants (IV); their parents (V); and the program staff (VI). Finally, in Chapter VII an effort is made to summarize the first three years of experience with the Program, the conclusions which seem to be justified, and recommendations with respect to future programs. However, while this research and evaluation initially was intended only to explicate and predict the success of programming for 4-H in Urban models, broader conclusions and recommendations seem to be justified and these may, in a larger perspective, prove to be the most important consequences of this work.

This project proved to the satisfaction of the evaluators that although Cooperative Extension may have a certain image, usually thought of in terms of rural-agriculture, in the end it really is primarily one application of a methodology applicable to a great variety of programmatic and clientele contexts in which the central thrust is educational services. Cooperative Extension's parameters are more clearly set by its own interests, indigenous competencies and financial support than by the public's preconceptions based on its past successes. This program is similar in many respects to other Cooperative Extension projects that have been evaluated by the Office of Research and Development. The program demonstrates that Cooperative Extension's educational methodology can be successfully adapted for the stimulus and satisfaction of educational needs without including all of Extension's historical and intellectual trappings or being judged by them. The requisite conditions in each case seem to be desire, patience, and an experimental attitude on the part of the Extension faculty.

Looking back at the history of our rather long involvement with the work of this urban program, we realize the extent of our dependence on many people. Without the trust and support of the entire Urban 4-H program and administrative staff, but particularly Mary Lewis (Urban 4-H agent) and Reita Marks (state Extension specialist—4-H Programs), our efforts would have been extremely superficial at best and misguided at worst. The tedious but crucially important research assistance was capably provided by Mary Grace Johnson, the senior assistant for this effort, with the research help of Norma Venable and Jane Youell. Excellent clerical and typing assistance was provided by a number of the clerical staff of the Office, but we are particularly indebted to Vivian Mason.

James C. Summers
Frederick A. Zeller

June, 1977

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Chapter I

THE PROJECT BACKGROUND

Introduction

During the early years of this century, society began to place significantly more value than it had previously on the educational attainment of its members. Seemingly this was because the increase in the number of scientific discoveries and their applications were requiring a wider variety of psychological, social and occupational adaptations. Formal educational attainment increasingly began to be viewed as functional for this purpose. At the same time, some educators of that era were concerned about the disparities in average educational attainment between urban and rural youth. While there is no evidence that they reached the conclusion scientifically that urban experience should not by itself cause intellectual differences, some of them did observe the possibility that the disparities were produced by the tendency of the formal education process to be based on instructional orientations and methods more consistent with urban than rural ways of life. Accordingly, they perceived a need to demonstrate to rural agricultural youth the value of formal education through its application to activities of high "face validity." The efforts to effect this demonstration, in turn, became the program known as 4-H. In retrospect, in rural agricultural areas 4-H was a means of facilitating the work of the formal educational systems and, in many cases, even substituting for it.

Within a few decades the success of 4-H was widely recognized. Among the accomplishments commonly attributed to the program were the following: helping youth develop the ability to relate to adults and each other more effectively in a rapidly changing society; development of the techniques producing parental involvement in youth programs; development of a structure essential for supporting educational work outside the formal educational system, yet aided by it on a continuing basis; and the attraction of large numbers of young people to organized activity of broad scope including not only farm, rural technology and home economics, but also group and community leadership, citizenship, and the development of a positive self-concept.

While 4-H oftentimes today is referred to as a "traditional" program, it is difficult to avoid noticing that one of its traditions is its dynamism in changing its program in moderate response to changing times. It had and still has a strong agricultural and home economics emphasis for those with interests along these lines and for those likely to develop careers related to that industry. But it also has reflected cognizance of the need for a 4-H type program in urban areas for the same reasons that led to its inauguration in the rural farm areas, and thus, 4-H programs have been offered increasingly in the urban cities, particularly during the mid-1960's and the 1970's. Indeed, between 1969 and 1974, the growth of 4-H in towns and cities with 10,000 or more people was very large both relatively and absolutely (Table 1 and Table 2), and along with this has come an increase in the emphasis of 4-H programming for minority (racial, ethnic, economic) proportions of the total membership (Table 3).

For the most part, the flexibility which has produced these results has been achieved primarily by involving urban youth in regular 4-H-type program and activities, even though in some urban areas of the nation totally new approaches and activities have been started. In more recent years, program policy has tended to reflect the possibility that the achievement of 4-H's urban potential might require programs designed specifically for urban needs and attitudes. **The program discussed in this evaluation report, for example, was not merely focused on the urban expansion of customary 4-H activity. It was designed to expand participation among urban low-income youth with concentrated efforts based on determining the most feasible program concepts and means of implementation.**

West Virginia's overall 4-H program also has grown steadily over the years. However, its growth in the larger cities and towns has been less spectacular when compared to that of the nation (Table 4 and Table 5). This is not surprising because West Virginia has been and remains among the most rural of the 50 states when considering the proportion of its population that lives outside of urban centers. In any event, its urban 4-H efforts became the object of considerably more attention when, in November, 1972, West Virginia University Extension faculty were informed that

Table 1

Numbers of Youth Enrolled in 4-H Clubs and 4-H Special Interest Groups by Residency Type for 1968 Through 1974

Year	Farm	Towns Under 10,000 and Open Country	Towns and Cities 10,000 to 50,000	Suburbs of Cities of 50,000 and Over	Central Cities of 50,000+
1969	853,563	980,662	289,103	116,149	106,813
1970	837,602	999,152	309,701	126,428	115,914
1971	835,363	1,060,330	300,780	150,281	142,292
1972	849,060	1,174,998	341,417	166,174	187,168
1973	927,617	1,385,289	538,854	212,468	278,453
1974	936,378	1,592,276	568,678	257,274	388,220
Percentage increase in numbers of youth enrolled from 1969 to 1974 by residence type.	9.7	62.4	96.7	121.5	263.5

Source: USDA, Extension Service, *Summary, Annual 4-H Youth Development Enrollment Report 1969-74.*

Table 2
Percent of Youth Enrolled in 4-H Clubs and 4-H Special Interest Groups by Residence Type for 1969 Through 1974

Year	Farm	Towns Under 10,000 and Open Country	Towns and Cities 10,000 to 50,000	Suburbs of Cities of 50,000 and Over	Central Cities of 50,000+	Percent Totals
1969	36.4	41.8	12.3	4.9	4.6	100
1970	35.1	41.8	13.0	5.3	4.8	100
1971	33.6	42.6	12.1	6.0	6.9	100
1972	31.2	43.2	12.6	6.1	6.9	100
1973	27.8	41.4	16.1	6.4	8.3	100
1974	25.0	42.5	15.2	6.9	10.4	100

Source: USDA Extension Service, *Summary, Annual 4-H Youth Development Enrollment Report, 1969-74.*

Table 3

Enrollments of Minority Racial-Ethnic Groups in 4-H Clubs and 4-H Special Interest Group— United States and Puerto Rico

Year	Total	Youth from Minority Racial-Ethnic Groups	Percent of Enrollment from Minority Groups
1966*	1,968,561	291,166	14.8
1967*	2,158,503	332,488	15.4
1968*	2,297,760	356,021	15.5
1969	2,346,290	392,376	16.7
1970	2,388,797	411,544	17.2
1971	2,489,046	444,285	17.8
1972	2,718,817	503,131	18.5
1973	3,342,681	651,723	19.2
1974	3,742,826**	716,948	19.2

*From ES 21.1 reports.

**Does not include enrollments specifically related to 4-H Expanded Food and Nutrition Education Program.

Source: USDA Extension Service, *Summary, Annual 4-H Youth Development Enrollment Report, 1969-74.*

Table 4

4-H Youth Enrollment in West Virginia 4-H Clubs and 4-H Special Interest Groups by Residence—1969 through 1974

Year	Farm	Towns Under 10,000 and Open Country	Towns and Cities 10,000 to 50,000	Suburbs of Cities of 50,000 and Over	Central Cities of 50,000+	Totals
1969	8,193	19,588	4,633	955	1,360	34,709
1970	8,577	22,233	4,549	1,034	1,324	37,817
1971	7,968	22,933	3,817	1,015	1,002	36,735
1972	8,804	24,961	3,877	402	1,806	39,850
1973	8,036	25,487	4,281	217	537	38,558
1974	8,825	27,202	4,511	740	1,413	42,691
Percentage increase in numbers of youth enrolled from 1969 to 1974 by residence type.	7.7	38.2	(2.6)	(20.8)	3.9	xxxxxx

Source: USDA Extension Service, *Summary, Annual 4-H Youth Development Enrollment Report 1969-74.*

Table 5

Percent of Youth Enrolled in West Virginia 4-H Clubs and 4-H Special Interest Groups by Residence 1969 Through 1974.

Year	Farm	Towns Under 10,000 and Open Country	Towns and Cities 10,000 to 50,000	Suburbs of Cities of 50,000 and Over	Central Cities of 50,000+
1969	24	56	13	3	4
1970	23	59	12	3	3
1971	22	62	10	3	3
1972	22	63	10	1	4
1973	21	66	11	1	1
1974	21	64	10	2	3

Source: USDA Extension Service, *Summary, Annual 4-H Youth Development Enrollment Report, 1969-1974.*

approximately $104,000[1] had been allocated to the University for support of new youth programs; about $68,000 in urban areas and $36,000 for rural community development.[2] The new rural programs were intended to shift programming into new areas of activity whereas the new *urban programs were intended to attract new clientele from among youth in low-income families in urban inner-city areas*. Since additional funds were provided for this work, it might seem that the only problem posed was to design a rational plan for their expenditure and then carry out that plan. This, however, would be a drastic oversimplification of the situation at that time.

The new funds provided were not adequate to support a new program staff nor was that the intent behind their provision. Instead, they were meant to supplement and revise ongoing efforts. But at the time they were provided, the West Virginia University Extension Service organization was already committed to plans of work for that fiscal year. Thus, the new funding represented an intrusion upon an organization with its goals and resources in a state of equilibrium. The nature of that intrusion was the need to develop new programs without abandoning those for which "old" clients had existing expectations. Moreover, the new urban programs obviously would require new or modified programming methods and new types of supplementary staff positions such as paraprofessional assistants. Therefore, the West Virginia Urban 4-H Program from the outset required rather formidable changes in organizational roles, procedures, staff interests and staff competencies. Some of these changes were immediately foreseeable while others were not, but *accomplishing the organizational adaptation to a new situation in retrospect perhaps was the single most difficult task which confronted the new Urban 4-H thrust in West Virginia* and efforts to accomplish it were evident at the outset.

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[1] This was West Virginia's allocation from a total of $7.5 million appropriated by Congress for distribution by USDA among the various State Extension services.

[2] West Virginia University's Rural Community Development Program was also evaluated. For a report of that work, see James C. Summers and Frederick A. Zeller, ***West Virginia 4-H Community Resource Development, Evaluation Report*** (Morgantown, West Virginia: Office of Research and Development, 1976).

The Initial Announcement

On November 17, 1972, the dean of Extension announced at a meeting of state Extension program directors[3] the availability of funds for new and expanded urban 4-H programs. He also discussed the need for the development of plans to implement the program in ways which produced a new mechanism as well as new methods for designing and implementing new urban extension programs in general, both to meet the needs of a growing number of persons in urban areas for social services as well as to increase the possibility of attracting new or additional sources of revenue to support such Extension programs. A desire to move toward a "team approach," to deal with the whole person and the whole family whenever possible was also expressed. (A 4-H program, for example, could also include nutrition inputs into the family by a home demonstration agent and community relations inputs by the county agent and area or state specialists). It was further indicated that, in order to effect some of these general changes in organizational methods and program directions, it probably would be necessary to revise or develop new procedures for evaluating staff contributions and efforts. Those staff members who cooperated in bringing about such changes would, under a new performance evaluation system, rate highly and would be rewarded accordingly.

Finally, the dean indicated a desire to see a more systematic method of planning used in conjunction with the Urban 4-H Program. Accordingly, responsibility for developing and maintaining a type of Program Evaluation and Review Technique (PERT) planning chart was assigned to the director of the Division of Personal and Family Development, the division with responsibility for the Center's 4-H programs.

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[3] When the West Virginia Urban 4-H Program originated in November 1972, the West Virginia Cooperative Extension Service was organized as an integral part of the University's Center for Appalachian Studies and Development. The Center's programs were organized into four primary divisions as follows: division of Personal and Family Development (which included 4-H and women's programs); Community and Environmental Development; Labor Studies and Manpower Development; and Social and Economic Development (which includes the Office of Research and Development, the unit conducting this evaluation). In December 1974, the organization was partially realigned and the official name was changed to the Center for Extension and Continuing Education. The 4-H program was separated from the division of Personal and Family Development and established as a separate division of 4-H—Youth Development.

The Initial Program Planning Meeting

The initial planning meeting was held the afternoon of the day the program was announced. This meeting was for the purpose of beginning a program planning process, including the development of a written program plan of work to be submitted to the Extension Service, USDA. Attending were representatives from the Division of Personal and Family Development, including the State 4-H staff; the division of Community and Environmental Development; the Institute for Labor Studies and Manpower Development; and the Office of Research and Development. The purposes of the Urban 4-H Program were outlined and discussions then followed dealing with distribution of project funds within the state, responsibility for local leadership of the Program, the Program's time table, and organizational means of coordinating and integrating the Program.

Distribution of Urban 4-H Program Funds—Three alternatives for distributing the Program's funds were considered. Considering that for Extension purposes the State is divided into six administrative areas, one alternative was distributing funds equally among the six area offices which include all of the state's 55 counties, so that all areas might have an opportunity to engage in urban programming to some extent. A second alternative was to utilize all of the funds in the city of Huntington, since it is the single largest city in the state. It was emphasized that since the Center already had contacts and experiences with various individuals and groups working in Huntington's inner-city, an initial urban program there would have a greater probability of success than in any other area of the state. Immediate success in that city could be built upon by replication in other parts of the state. A third alternative was to use all available funds to work in two cities, Huntington and Charleston (the latter being the Capital and second largest city). The argument for including Charleston was based on some evidence that the Program would be welcomed by the city's government.

No decision was made at the initial planning meeting about which city or cities were to be involved in the Urban 4-H Program, but the division director for Personal and Family Development agreed to discuss the alternatives further with the dean. A subsequent decision by the dean resulted in the Program being initiated in both Huntington and Charleston.

Local Program Leadership—Various criteria for local program leadership were discussed. Included as desirable qualities were a knowledge of the geographic area, familiarity and good working relationships with local leaders, an evident ability to relate well with the intended adult and youth client group, and proven administrative and program leadership ability. Additionally, for this position it was felt that it would be desirable to promote or transfer from within the organization so that the incumbent could concentrate efforts on program development and implementation and not be faced with the need for "learning the organization." All of the *ad hoc* planning group attending the initial meeting agreed on these criteria.

Anticipating that the dean subsequently would select Huntington and Charleston as the initial locations, the Kanawha County (Charleston) 4-H nutrition agent was proposed as a capable candidate for the local program leadership position. Since the distance between the two cities is only 45 miles, that choice could have involved a minimum of staff disruption. The acting area director was asked to discuss the program informally with the Kanawha nutrition 4-H agent to determine if she was interested and available. The discussion was held and salary, starting date, and responsibilities were discussed, and the county nutrition 4-H agent indicated a positive interest in the program leadership position. She was subsequently recommended to the dean for such re-employment.

Time Table—It was agreed that a slow and deliberate program development process would be most effective in the long run. Reasons supporting this approach were that the Program would require legitimization within the community, previously unserved youth would need to be identified and recruited, new program materials and methods would need to be developed, and recruitment and training of new paraprofessional staff to assist with implementation would be required. An additional reason supporting a slow and deliberate developmental approach was the expressed lack of urban programming experience among most of the existing 4-H staff. From the outset, the staff was concerned about proceeding in a manner that would culminate in a successful program that would be acceptable to the community.

There was a general feeling that the Program should strive to eventually be an integral part of the regular Extension 4-H program and it was felt that effective integration into regular program processes would require an extended time. It was on this basis that a three to five year period was proposed as the time that might be considered appropriate for pilot testing the Program in the two cities. There was no discussion during the initial planning meeting of how the Program would operate after this initial three to five year development period.

Organizational Means of Coordination and Integration—While there are indications (presented in the next chapter) that the idea originated elsewhere, those attending the initial planning meeting generally felt that it would be desirable to have a somewhat formalized Urban 4-H Program Steering Committee. To be consistent with the concept of a "team approach" to program planning and implementation, such a committee could represent a cross section of the entire Extension organization to provide an opportunity for different parts of the organization to make inputs into the Urban Program as well as provide a communications mechanism to keep all segments of the organization informed of the Program's progress. It was also concluded that such an advisory Steering Committee could provide a useful forum both for discussion of ideas and suggestions concerning program and curriculum development and for discussion of any program or administrative problems that might develop. Membership on the Steering Committee was never officially specified. However, it seemed logical for the membership to include the group attending that planning meeting and supplemented thereafter by representatives from county and area offices.

Membership on the Steering Committee (which was voluntary) ultimately was comprised of three members of the staff of the division of Personal and Family Development (two of whom would provide state-wide 4-H program leadership); a staff member of the division of Community and Environmental Development; a member of the staff of the Office of Research and Development to coordinate the evaluation; two area office staff members (to provide administrative and program leadership from the area level); and one representative each from the Kanawha and Cabell County offices which are located respectively, in Charleston and Huntington. These latter two individuals were appointed by the area director to represent the county staffs in the deliberations of the Steering Committee as well as to keep county staffs informed about the progress and needs of the Program. In addition, the field office program leader for the Urban Program also was a member of the Committee and evolved into the role of chairperson.[4]

[4] It might be noted at this point that the leadership of the Steering Committee represents somewhat of a deviation from normal organizational arrangements since the Committee leadership was provided by field level program staff with state and administrative staff serving in technical and advisory capacities.

The Program Design

From this background and organizational structure, the following design emerged for an Urban 4-H Program in West Virginia. The Program was to be focused primarily on youth from low-income families in selected sites within the cities of Charleston and Huntington. Care was to be taken in selecting the specific areas for work within each city to assure that the areas contained the target group for whom the program was intended. Community leaders as well as Extension staff were to be involved in the site selection process and an attempt was to be made not to duplicate similar services already being provided in an area by other organizations and agencies.

The initial audience group was to be youth between nine and 12 years of age, with some flexibility on either side to accomodate interested brothers, sisters and friends. The program group was cognizant of the importance of not disrupting existing social groups. Teenagers, to be trained in leadership skills, were to be involved in the Program as teen leaders, gradually assuming responsibility for leadership of younger boys and girls in the Program. Parents or parent figures were to become a part of the audience group. The initial developmental phases of the Program were designed to be carried out within approximately three years. It was hoped that at the end of that time the program would be integrated and operating as a part of the regular overall youth program in the two counties involved.

The initial plan of work developed at the outset of the Program called for the development of an educational program with general objectives related to the following respective audience groups:[5]

1. **Youth Participants:**
   a. To develop a realistic, positive self-concept.
   b. To increase social adjustment skills.
   c. To develop awareness in career exploration appropriate for the social maturity level of the individual.
   d. To increase skills that contribute to job satisfaction (responsibility, completion of tasks, personal and time management, success in learning experiences).
2. **Leadership:** to develop teen and adult leadership.

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[5] See Appendix A pp. 143-148 for the original Urban 4-H narrative plan of work.

3. **Parent or Parent Figure:**
   - a. Become aware of and understand the Program, and be involved in learning experiences of their child (children) as a way of enlarging the community support of the Program.
   - b. To increase parental aspiration level for their child (children).

It was initially estimated that the Program would reach 2,100 youth and 700 eligible adult participants.

The Program design called for the utilization of a "team approach" to program planning and implementation, an approach involving to a greater or lesser degree, all Extension staff members in a county as well as 4-H and non-4-H staff at the area and state levels. The overall intent of the Program design from an organizational point of view was to integrate the new Urban Program into the mainstream of youth programs and to avoid having it operate as a temporary adjunct outside normal operating channels.

From a program perspective, it was recognized from the inception of the Program that new methods, techniques, and materials might be needed to effectively work with a specific clientele group with which WVU Extension agents had had little previous experience. The intent of the Program designers was to reach and work with low-income urban youth in ways that would enhance the quality of life and ability to function effectively and efficiently in their everyday lives. It was recognized that typical 4-H club activities might not attract and retain urban youth interest and that special interest activities of a shorter duration might be needed to develop interest. How well this design would be carried out and the effects it would have or not have comprise the questions around which most of the rest of this report is organized. The answers themselves were generated by the evaluation of the West Virginia 4-H Program conducted by the Center's Office of Research and Development. **The evaluation itself was a part of the Program's design from the beginning.** The state Extension 4-H specialist indicated that the inclusion of an evaluation component had been strongly encouraged by the Northeast 4-H Expansion and Review Committee and the Northeast Extension directors, at a minimum level of 10 percent of total program costs.

The Extension Service, USDA, guidelines for the Urban Program specified the requirement for an evaluation component. It was felt that the program and evaluation processes should begin simultaneously and carry on throughout the first few years of the program. There were no particular suggestions or restrictions offered by the Extension administration concerning the type or extent of research evaluation. The evaluation plan was to be developed and implemented independently by the Office of Research and Development but in cooperation with the 4-H Program staff.[6] We turn next to a description and discussion of the evaluation.

The Research and Evaluation Plan

The evaluation was initially designed and started using a portion of the original federal funds allocated for Urban 4-H activities. Later, during the first year of the Program, a research and evaluation proposal was developed and submitted to the USDA to provide funding for a research and evaluation component independent of program funds.

The research and evaluation strategy was divided into three separate phases:

1. An examination of factors relating to the continuous overall program planning process;
2. The organizational impact of the Program, which would examine the processes and dynamics of integrating the Urban Program into the regular programming process;
3. An examination of the impact of the Program on the client group including youth, adults, local groups, and organizations.

The first two phases (the planning process, and the examination of the organizational impact) were performed simultaneously between 1972 and 1976. The third phase (impact upon the client group) was started after the Program had been in operation about one year and continued concurrently with the Program for the next two years.

Planning Process Evaluation—The evaluation of the planning process was viewed as a way to observe and record various factors as well as individual activities involved in planning and executing the Program throughout its life. The procedures or methods utilized to effect or influence the content or direction of the Program were included to the extent that such information was available. The timing, involvement, or apparent exclusion of participants in the continuous planning process were also observed. An attempt was made to weigh the effect of organizational dynamics upon the planning process and accomplishment of stated as well as implied program objectives. **Periodic feedback of information was provided by the principal investigators during the project and an attempt was made to observe and measure the effects of this type of feedback on program planning and implementation.**

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[6] The inclusion of a systematic research and evaluation effort at the outset of project activities was a specific recommendation from an earlier evaluation of a special Extension program. See Robert W. Miller, et. al., *Approaches to University Extension Work with the Rural Disadvantaged: Description and Analysis of a Pilot Effort* (Morgantown, WV, Office of Research and Development, West Virginia University, 1972), p. 119.

The purpose of this phase of the evaluation was to document and analyze the methods used by the organization to launch and implement a new program. The Program required concentrated work with a client group that heretofore received only marginal or peripheral attention from the organization. In so evaluating the planning process, it was hoped that the organization could more rationally and effectively improve upon its ability to launch new or modified program efforts in general. Specific considerations in the evaluation of the planning process included:

a) Methods used to specify program goals and objectives.
b) Methods used to involve administrators, program staff, client group, and non-affiliated experts in the planning process.
c) Flexibility of planners to changes in the planning process.
d) Time allocations for planning and program implementation.
e) Methods of communication used to plan and implement the program.
f) Effect of feedback from the evaluation.
g) Appropriateness of the planning design in relation to the type of program to be conducted.

The methods used to obtain data for evaluation of the planning process included observations by evaluators, analysis of program-related records, participation by evaluators in the actual planning process, and interviews and informal discussions with organizational staff members about planning and implementation of the Program. The planning process evaluation was designed to be a continuous process because of a desire to follow not only initial planning, but also to make possible continuous changes in planning as new phases of the Program began or as adjustments were required to correct for disclosed problems.

Organizational Impact of the Program—In addition, but not unrelated to the evaluation of the planning process, efforts were made to obtain and analyze information concerning the effect of the Program on the organization as well as the effect it might have on the successful outcome of the Urban 4-H Program. The purpose of this phase of the evaluation was to measure and examine:

(a) the change in attitudes and opinions of those individuals who might have had some effect upon the successful accomplishments of program objectives insofar as those attitudes related to working with low income urban youth.

(b) the attitudes and opinions of staff related to organizational factors that could have effected or influenced the successful accomplishments of Program objectives such as:

  (1) methods of program design;
  (2) understanding individual roles and leadership roles;
  (3) availability and utilization of resources (i.e., finances, manpower, etc.);
  (4) working relationships of staff and administrators at all levels;
  (5) rewards to or sanctions on staff members involved in the project relative to other comparable staff not involved in the project;
  (6) administration and/or program decisions, or lack of such decisions, that directly effected or indirectly influenced the project;
  (7) the effect of the existence of continuous and relatively autonomous evaluation of the Program and administrative decisions effecting the Program;
  (8) the influence of groups or individuals on the Urban 4-H effort not specifically related to the officially designated program planning, implementation and evaluation group;
  (9) the working relationships between individuals at the same and different organizational levels.

(c) the attitudes and opinions of the staff members concerning the effect they perceived this Program had on them as individuals; its effect on organizational programming, evaluation, and administration; its effect on resolving the identified problems among the client groups.

(d) the goals of the Program, their measureability, the manner by which the goals were developed, the variation in the perception and the understanding of the goals as well as the relationship between individual, administrative, and program goals.

The methods used to evaluate the organizational impact included observation by the evaluators, analysis of Program-related records, and formal interviews with each staff member who related directly to the Program. It was hoped that this would include all county and area staff members related to the Program and members of the dean's office staff, including the dean and associate dean.

Participation by the evaluation staff with the Urban 4-H Steering Committee provided an opportunity to closely observe the interactions of staff members as problems and successes of the program were discussed. It was, of course, necessary for them to maintain a relatively neutral position on most matters in order to remain independent and to obtain the respect and cooperation of individuals related to the Program. Specific efforts were made by the evaluation staff to assure individual Program staff members that private conversations between them and the evaluators, including formal interviews, and written materials provided by them, such as completed questionnaires, would not be used in any fashion detrimental to the individual staff member. It was hoped that this type of assurance would encourage staff members to speak more freely about Program problems. From the inception of the Program and the evaluation it was generally understood that the overall intent was to develop a model urban 4-H program that could be replicated in other cities around the state. Thus, staff members were encouraged to speak freely about what they considered to be important for the overall success of such a program so that pitfalls or problems could be avoided in later efforts.

Impact Upon the Client Group

This phase of the evaluation, designed to continue throughout the life of the Program, attempted to determine the extent to which the Program was able to meet stated objectives and to measure its effect on the intended client groups.

The operational aspects of this phase of the evaluation were not developed during the initial stages of the Program but, rather, were delayed until program objectives and content became more operationally defined, program sites were selected, and specific client groups to be included were identified.

The methods used to obtain and analyze data to evaluate the impact of the Program on the client group included before and after measures of changes in knowledge, skills, attitudes and behavior. Baseline data were collected for each youth participant in order to measure such changes over time. Certain demographic and educational data concerning participants—such as grades, attendance records, participation in school activities, etc.—were available from public school records in one city. Similar information was compiled for a randomly selected comparison group of non-program participants in that city.

Additionally, interviews with structured and open-ended questions were conducted at the beginning and end of selected program activities to measure attitudes about the Program as well as certain Program outcomes. These interviews and questionnaires were administered in both cities to a selected sample of youth participants, parents, volunteer leaders, and Extension staff directly involved with the Program. Program records of participant attendance, participation, and accomplishments, an important source of data for both process and outcome evaluation, were made available to the evaluators by the program staff. Volunteer leaders and/or program assistants were asked to complete a specially designed observational form concerning a selected sample of youth participants to provide yet another before-and-after measure of knowledge, skills, attitudes, and behavior of youth participants.

Copies of the interview and observational instrument designed to gather baseline and follow-up data from youth participants, parents, and volunteer leaders are included in the Appendix. Not all of the data collected are presented in this report. Use is made only of the most revealing and suggestive data.

The Plan of the Report

In the next chapter, we describe and analyze data bearing on the program planning process and attempt to ascertain the nature, source, and extent of influence affecting that process and being influenced by it. To some unavoidable extent, the discussion presented in Chapter 2 rests on data presented more completely in a later chapter. Similarly, the interpretation of some of the data presented in Chapters 3-6 partly depend on data presented in Chapter 2.

In Chapters 3-6, we present and analyze data from school records and surveys of youth, parents, and staff. In these chapters we attempt to provide answers for questions such as these:

1) What have been some of the important impacts of the Program on those youth and adults affected by it?
2) Given the youth participants, their parents, and available Extension staff, what could have been done which would have improved the Program's goal accomplishments?
3) To what extent do available data suggest that the West Virginia Urban 4-H Program model is useful for attracting larger numbers of low-income, inner-city youth to participate in urban programs in other sites and cities?

In Chapter 7, the results of the evaluation are summerized and discussed and appropriate conclusions are drawn. In addition, material is presented which suggests the significance of the Program's specific design for success or failure in urban Extension.

Chapter II

THE PROGRAM PLANNING PROCESS AND ITS EVOLUTION

The process by which the Urban 4-H Program was planned and developed is a new departure in WVU Extension program planning. Usually, new 4-H programs are planned and executed by 4-H staff members with minimal input from staff in other units of the organization. However, from the inception of the Urban 4-H Program, planning, and to some extent implementation, was designed to be a joint venture by various parts of the organization. While involvement of non-4-H staff in this expanded program planning process initially caused some degree of confusion and concern among state 4-H program staff and some administrative staff of the Center, after four years of planning, organizing and conducting the Program, most individuals involved have expressed approval of the broader base of involvement. Indeed, many of them have indicated that **multi-unit involvement in the planning process was one of the significant strengths of the program.** Because of the significance of this process to program success, we examine it in some detail in this chapter.

Decentralized and Integrated Programming and Administration

The program planning process of the Urban Program differed significantly from the traditional planning methods utilized by Extension at West Virginia University. Whereas most new or pilot programs of the Center in the past received considerable guidance and direction from a centralized source, namely the division leader and related state level program staff (whether 4-H, home demonstration, community development, etc.), the Urban 4-H Program was characterized by a greater degree of decentralized program planning and execution. The establishment of the Steering Committee served almost immediate notice that field and state office program staff and administration at all organizational levels would participate in planning and operation. In addition, the "team approach," which was strongly encouraged by the dean, provided further evidence of a determined effort to introduce and implement a concept of decentralized programming and administration.

Paralleling the concept of **decentralized programming** was the concept of **program integration**, which also tended to make the Urban 4-H Program unique. When the program was started, there were clearly at least two programming options available. The "new" Urban Program could have been operated separately and outside of normal operating channels as an appendage, or it could have been integrated as a continuing program into the regular programming of the offices involved.

The first alternative clearly would have created fewer organizational problems since the Program would have been separate and would have operated by itself outside the regular processes for as long as special funding was available. Accordingly, problems could have been dealt with and, if necessary, resolved as "exceptions to the rule" governing regular programming. The second alternative, however, would have made the Urban Program a new but integral part of overall continuing 4-H youth programs. This option was selected. While it was recognized that it might create various strains on the organization that could not be clearly foreseen, it was considered more important to have programming for urban youth as an integral part of the overall Extension program.

While it seems that this choice was a fortuitous one, it did not prevent problems associated with incorporating a major new program into an ongoing "fully committed" organization.

Establishment of Goals and Objectives

Broad program goals were initially agreed upon, primarily at the state 4-H office, and included in the original program proposal designated as the urban narrative plan of work.[7] (These broad program goals for the audience groups have been listed in Chapter I).

Formulating operational goals and objectives for the Program was a slow and difficult process. In part, this seems to have been due to the Center's lack of previous experience in working with low-income urban youth. Another reason, undoubtedly, was that time was needed to assimilate additional responsibilities by staff with previously committed schedules. Additionally, the local

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[7] See Appendix A, pp. 186-189.

Urban 4-H program leader, a long-time resident of one of the two selected urban areas, encouraged the formal involvement of local leaders and parents of urban youth to help determine and shape the general planning for the program. But surely the significance of these and still other problems was heightened because of the decentralized character of the planning process. While that type of planning has many advantages, rapidity of action is not usually one of them. Thus, the Steering Committee spent many of its early meetings attempting to specify and refine routine operational program goals.

Leadership for determining and specifying the goals was assumed jointly by the state 4-H specialist and the local urban 4-H agent. The Steering Committee served primarily as a "sounding board" for review and discussion and in a resource and advisory capacity. The three primary goals for the Urban 4-H Program were presented to the committee and were elaborated in a "Framework for Structuring Units and Activities for the Urban 4-H Program."[8] This framework served to further define and specify staff expectations concerning the individual program goals and objectives. Related activities to be used in accomplishing each of the three primary goals were identified, along with needed resources and materials. In subsequent meetings of the Steering Committee, specific efforts were made to operationalize the broad goals and objectives cited above. The urban agent developed operational or action-type plans for implementing them. For example, plans were developed for (1) determining curriculum, (2) introducing the Program at the site, and (3) implementing the curriculum. These plans set forth what was to happen, who was responsible for taking the action, when various activities were to occur, and the methodology to be used.[9]

The role of the evaluator in much of the goal setting and program planning process was one of observing, reacting, and encouraging program staff to think through and specify what was to be done and alternative ways of doing it. As is so often the case when a situation is uncertain, the tendency of the Steering Committee was to be general and proceed with tasks on a trial and error basis. In this case, however, Program staff members were continuously encouraged by the evaluation group to be more specific and operational in setting Program goals and objectives. This appears to be one function that can be performed best by an individual (or group) not actively a part of the program process (or at least without active program responsibility). The evaluators, along with other non-4-H divisional representatives on the Steering Committee, were in a position to more objectively examine and constructively criticize the planning and developmental process and offer specific suggestions for consideration. It should be emphasized, however, that along with constructive criticism goes a responsibility to share in the developmental process. The Steering Committee and the evaluation group were continually aware of the necessity for teamwork and cohesiveness.

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[8] See Appendix B, pp. 149-152.

[9] See Appendix C, pp. 153-155, for examples of Urban 4-H Program strategies.

Use of Modified PERT Chart

From the outset of the Program, the Center's dean expressed a desire to see a more formalized type of planning for Extension programs generally, and for the Urban Program specifically. He strongly encouraged the state division leader to develop a type of PERT/Gantt chart[10] to facilitate and record the program planning and development process. This was a fortunate occurrence because the need for such techniques seems to grow along with diffusion of program planning responsibility. A general program process and design was developed, using the following categories:[11]

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[10] PERT—Program Evaluation and Review Technique. For a description of this technique, see, Desmond L. Cook, *Program Evaluation and Review Technique; Applications in Education*, Office of Education Cooperative Research Monongraph No. 17 (Washington, DC: Government Printing Office, 1966). The chart actually developed as shown in the Appendix more closely resembles a modified Gantt Chart than a PERT Chart which is developed around two fundamental concepts—activities and events. The paramount variable in PERT is time, i.e., estimating as accurately as possible the time required to complete a specific activity or task. Three time estimates are usually calculated: optimistic, most likely, and pessimistic time. The Gantt chart, on the other hand, stresses the relationship between work planned and completed on one axis and time elapsed on another. The WVU Urban 4-H planning chart is a hybrid and more closely resembles the social action process with tentative accomplishment dates assigned. (For a further description of the Gantt and PERT managerial planning tools, see almost any fundamental management text).

[11] See Appendix D, p. 156 for outline of the general program process and design.

Design	- Initiation Establishing Relationships (Legitimization) Program Identification Goals and Decisions
Implementation	- Program Strategies (Activities) Roles and Relationships Training
Stabilization	- Terminal Relationship
Evaluation	- Design and Conduct

Each component of this design was developed in outline form and then presented to the Center's central management staff. The outline contained these definitions:

A. **Design**

Initiation - identification of individuals, groups, and organizations which should be involved in the Program.

Establishing Relationships - identification of and personal contacts with individuals, groups and organizations with control over resources needed for the program (e.g., financial assistance, time, supplies, ability to sanction or legitimize).

Problem Identification - collection, analysis and storage of information useful for understanding the local situations, including needs and opportunities, in which Urban 4-H was to be offered.

Goals and Decisions - broad identification and specification of the objectives and goals of Urban 4-H.

B. **Implementation**

Program Strategies - specification of the prerequisites for the accomplishment of program objectives including funds, materials, staff, and program activities.

Roles and Relationships - establishment of a framework for clarifying the roles to be performed by various Extension staff members.

Training - identification of staff members in need of training and the types of training apt to be most beneficial.

C. **Stabilization** - review of the program after development and implementation followed by decisions affecting program content and direction and program continuation and/or expansion to other areas of the state.

D. **Evaluation** - as described above, continuing throughout all of the phases outlined with periodic reports during and following the 3-5 year development period.

The outline was discussed with all area and division administrators at a regular monthly staff meeting, which again was a rather unique procedure considering that only one program in one administrative area was involved. Following the receipt of the group's endorsement the director of the Personal and Family Development Division assigned the responsibility for further development and continuation of "PERT" to the state 4-H program specialist associated with the Urban 4-H Program. A more detailed and operational version of a planning chart[12] was developed by the state 4-H program specialist. This became a very useful planning instrument for the program staff, the Steering Committee, and as a discussion and reporting guide for working with and reporting to other groups. Target dates established for specific activities or tasks were placed on the chart and the charting of plans and progress became a continuous process that provided hard and visible evidence of progress. These data were helpful for Steering Committee members as well as others not continuously involved with the program on a day-to-day basis.

According to information obtained from personal interviews, nearly all county, area, and state staff involved with the program expressed positive feelings about the use of the Urban 4-H planning chart as an effective planning tool. Staff members felt it added a degree of professionalism to program planning.

Urban 4-H Steering Committee

The specific way in which the Steering Committee was formed is somewhat unclear, except that it seems to have received at least initial impetus from the dean during his announcement of the Program to the division leaders when he strongly suggested that all units with an interest in the Urban Program should meet that same day to begin planning and designing the program. However, discussion and interviews with two divison leaders suggest that the specific concept of the Steering Committee was strongly advocated, if not initiated, by the Program Council, a group consisting of the four state level division directors. According to the division leaders interviewed, the Steering Committee concept was developed as part of a general effort to place program rather than administrative staff in the position of guiding and directing program planning and implementation. They maintained that the

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[12] See Appendix E, pp. 157-160, for an example of the Urban Planning Chart.

Urban 4-H Program was introducted at a time when some experimentation and demonstration with the concept of program leadership was being considered and, hence, it became the first program to actually receive firm support in implementing such a practice. It is important to note, however, that while these discussions were occurring at the division leader level of the organization, very few, if any, of such matters were discussed or of immediate concern to the program staff working with what came to be known as the Steering Committee. The specific nature, role, operating methods, purpose, authority, etc., under which the Committee was to function were never specified except as the Committee sought to clarify its own role and responsibilities. Nevertheless, it does seem that the Committee's efforts in this direction were encouraged.

In the initial stages of the Program, the role played by the Steering Committee primarily included providing a forum for the exchange of ideas and providing group effort for program planning. Few staff members at either the state or field levels had previous training or experience in designing comprehensive youth programs specifically for low-income urban youth. The Steering Committee, therefore, provided a nonthreatening organizational environment in which ideas, concepts, and alternatives could be molded into workable strategies and methods.

Leadership of the Committee was somewhat of a problem during its first year. Perhaps because of the **ad hoc** nature of the group, with membership so informally established, no member's role was viewed as the principal one. Traditionally, such leadership would either have been assigned to a chairman or would have been assumed by the top ranking administrative staff member involved. In this case, for the reasons mentioned above, top ranking administrative leaders did not exert leadership. During the first few meetings, the state 4-H program specialist was assigned the leadership role by the division director. However, this assignment was not clearly communicated to the other members of the Committee. Once the Committee became somewhat organized, the leadership role emerged more naturally. Committee members expressed the view that program content decisions and direction and leadership for the Committee should be assumed by the county Urban 4-H agent responsible for conducting the program. But, due in part to her "low key" leadership style and, perhaps, the novelty of overall leadership being assumed by a field agent when area and state level program and administrative staff are included, strong and aggressive leadership developed slowly. Nevertheless, as time passed, positive and effective leadership was established by the county

Urban 4-H agent both within the Urban 4-H Program organization and among the client group.

The Steering Committee usually met monthly or bimonthly during the first year of the Program and as needed thereafter. Locations of the meetings were purposely varied to avoid severely inconveniencing the members and to encourage continuing participation by Committee members. Most meetings were held in field offices. Specific meeting times usually coincided with specific program needs or reporting dates and were scheduled either by the county Urban 4-H agent or jointly with the state office program leader for Urban 4-H. The agenda for the meetings was usually worked out in advance by the principal program staff members, or by the Committee at the time of the meeting.

To all appearances, the Committee felt free to address itself to nearly all matters of program planning and administration including budgetary matters when they were a problem, as will be discussed later in this chapter. Moreover, there are numerous examples of instances where Committee suggestions and questions produced positive reactions. Thus, it was not surprising to find that, based on interviews with all staff members associated with the Urban Program, the Steering Committee was viewed as a positive and cohesive influence. Additionally, the county Urban 4-H agent directly responsible for the Program repeatedly expressed satisfaction both with the concept and the operations of the Committee. Therefore, by 1974 the Committee decided to formally propose a statement of its functions and purposes to the Center's dean. With his concurrence, the official role emerged as follows:

1. Serve as a broader base for planning and problem solving within the Program.
2. Serve as a mechanism to obtain an input from a cross section of the Center for Extension and Continuing Education.
3. Serve as a mechanism which will allow the two county staffs to have an input into the Program.
4. Provide for communication between total county staffs and those working directly with the Program.
5. Provide a means for integrating the Urban 4-H Program into the total 4-H Program in both counties.

Having been accorded official status, the Steering Committee was able to effect various program decisions even more expeditiously. A few examples of such actions are as follows:

(a) **Development of a position description for the Urban 4-H agent.** One of the obstacles encountered by the Committee was the specification of duties for such a position description, since few guidelines were avialable at the initial stages of the Program, which was not expected to totally follow traditional methods and practices. The shared ideas among Committee members assisted considerably in this task.

(b) **Evaluation of the roles and compensation for program assistants.** Soon after the Program was started, "paraprofessional aides" were employed to do much of the field work. Their role and compensation were patterned after position descriptions developed for nutrition aides employed by the Expanded Food and Nutrition Education Program (EFNEP), but it was soon recognized that this model was not entirely appropriate. Unlike the nutrition aides, most urban aides were college graduates who operated more or less independently in the field under the general supervision of the Urban 4-H agent. In practice, the aides operated in a semiprofessional role similar to 4-H agents. The Steering Committee met with the dean to explain the need for both an official change in role as well as a corresponding increase in compensation. Such changes were successfully effected within a matter of weeks.

(c) **Clarification of budget and administrative matters.** Because of continuing confusion and concern over available funds and their intended uses, the Committee requested that the dean clarify the budget situation for the Program. The problem seemed to be one of lack of coordination and cooperation between the field and state level administrative staff, resulting in Program staff at all levels being unaware of the availability or appropriate uses of funds for Program purposes. The dean discussed the budget and current financial status of the Program with the Steering Committee, explaining that it was his desire to have full information available to the Committee and Program staff.

Later it was also indicated to the Committee that an uncommitted balance of Urban 4-H funds of approximately $16,000 existed and the Committee was asked to recommend specific program uses for these funds. The Committee was able to offer positive program suggestions.

(d) **Program progress.** Specific Program problems considered by the Committee included:

(a) youth enrollment and participation in the Program;

(b) concern expressed by program assistants over the necessity for them to solicit local funds to provide program support, an acitivity that they felt restricted the time they could devote to program development.

(c) the need for meeting space in the neighborhood for Program activities (renting seemed the only logical solution in some cases);

(d) requests for neighborhood office space for program assistants to put them closer to their clientele and alleviate overcrowding in the county offices.

Not all of these and other questions and concerns were resolved, but many were. Perhaps the most important point is that a formal mechanism had been developed which permitted program staff to freely enter into such matters with due regard to their opinions. But, as noted above, committees have disadvantages as well as advantages. Comparative slowness as a problem was encountered more than once.

During staff interviews conducted by the evaluation group, a number of county staff members and program assistants expressed concern that they did not feel adequately informed about the discussions of the Steering Committee. The Committee concluded that because the program was developing so slowly during the early stages and there was little information or progress to communicate, some county staff members were erroneously assuming that information was being withheld. One of the very basic differences between the Urban 4-H Program and other new but more traditional 4-H programs was the slowness and deliberate manner in which the Urban Program developed.

In order to offset the concern of county staff members, caused primarily by a lack of information and communication, the Committee invited county staff members to attend Committee meetings when such meetings were held in their respective counties. This decision appears to have been appropriate, since subsequent evaluation interviews of county staff indicated an improved attitude toward the Committee as well as an increase in the understanding of program goals and operations.

The Program Planning Process: The Two Cities

Selection of the specific program sites within the two cities was among the early actions of the Steering Committee. The general guidelines prepared by the Extension Service, USDA, specified that the program audience should be primarily low-income, disadvantaged youth in urban areas.[13] With Huntington and Charleston being the initial program sites chosen in West Virginia, the Committee suggested that one county staff member in each of the two cities should be responsible for reviewing potential locations and recommending to the Committee provided the following general criteria to guide the efforts of those county staff members:

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[13] Guidelines provided by the Extension Service, USDA concerning program sites indicate that, "By urban we mean a location where there is a large number of persons living in close proximity to each other, where most breadwinners engage in non-farm pursuits and where there is a substantial amount of class and value diversity. An incorporated area of 2,500 persons may have these characteristics, but they are more frequently found in counties of 50,000 or more and in standard metropolitan statistical areas (SMSA). It is, therefore, recommended that primary efforts of Urban Programs be directed to counties of 50,000 or more and SMSA's.

(a) sites to be selected from low-income, racially mixed areas;
(b) sites to be in urban Charleston and Huntington, preferably in inner-city areas;
(c) priority should be given to areas where there are no similar programs for serving 9-12 year old clientele.

Other criteria used by the county staff members included:

(a) availability of physical facilities needed to conduct programs;
(b) specific identified needs of the client groups;
(c) density of the population—to insure availability and adequate number of program participants.

Sites were outlined on maps showing boundaries, physical facilities, etc.[14] County staff members were encouraged to involve other county extension staff and local community leaders in the site selection process.

Basic population characteristics from the 1970 census were used to create a profile for each county and city.[15] Examples of the types of information developed are shown in Tables 6 and 7.

The site selected in Charleston (in early 1973) had characteristics to match the predetermined selection criteria—low average income, lack of previous youth services in the area, and evidence of desire for the Program by local community leaders. The primary reason for selecting the site rather than other eligible sites was the feeling on the part of the staff and community leaders that this site represented an area of greatest need. Because that site was undergoing significant change as a result of urban renewal and interstate highway construction, there was some doubt about the validity of the 1970 Census data. Accordingly, a brief door-to-door census of the entire program area was conducted by Urban 4-H program assistants under the direction of the Urban 4-H agent to verify variables such as the number of low-income families, number of youth in those families, and availability of facilities for the Program. A total of 195 eligible children were identified using this method.

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[14] See example of the Huntington site map in Appendix F, p. 161.

[15] U.S. Department of Commerce, Bureau of the Census, *1970 Census of Population, General Population Characteristics: West Virginia*, PC(1)-B50, August, 1971.

Table 6

County Population Statistics

County Population	Kanawha	Cabell
Total	229,515	106,918
White	215,908	102,245
Negro	12,957	4,475
Other	650	198
Percent Negro	5.6	4.2
Youth Population*	**Kanawha**	**Cabell**
Total (Ages 9-19)	48,856	19,741
White	45,789	18,685
Negro	2,959	1,028
Other	108	28
Percent Negro	6.1	5.2

*These youth in 1970 were between the ages of 5 through 14.

Source: U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population, General Population Characteristics: West Virginia, PC(1)-B50, August, 1971.

Other data useful for identifying potential youth participants were provided by local school officials. They indicated which students were bused into the area and, hence, did not meet the eligibility requirements to become participants. School records of participation in the federally supported free lunch program were used as another means of confirming the families eligibility in terms of economic status. Each of these families then was visited by the program assistants to verify the data and briefly explain the Program.

In the city of Huntington, the inner-city area initially recommended by the county Urban 4-H staff member was supported by most local community leaders but not the mayor, who indicated that even though the preferred site met most selection criteria and was probably the most depressed area in the city, numerous other social service agencies were working or had previously worked in the area. He suggested an alternative site that

Table 7

City Population Statistics

City Populations*	Charleston	Huntington
Total	71,505	74,315
White	63,797	69,757
Negro	7,389	4,383
Other	319	175
Percent Negro	10.3	5.9
Youth Population**	**Charleston**	**Huntington**
Total (Ages 1-19)	11,161	12,363
White	11,441	11,320
Black	1,678	1,013
Other	42	30
Percent Negro	12.7	8.2

*Urban SMSA

**These youth in 1970 were between the ages of 5 through 14.

Source: U. S. Department of Commerce, Bureau of the Census, 1970 Census of Population, General Population Characteristics: West Virginia, PC(1)-B50, August, 1971.

also met the criteria and where little effort had been made previously to provide social services, particularly to youth. Following further discussions with community leaders, county staff and the Steering Committee, that site was selected.

In order to further familiarize Steering Committee members with the actual sites proposed for the program, walking and/or riding tours were conducted in each site. These tours provided an opportunity to see "first hand" such conditions as housing, recreational facilities, schools and churches, and to talk with some of the residents.

To obtain additional insights and background for sound programming, the Urban 4-H agent and various members of the Committee visited urban programs in other states. For example, the 4-H program specialist visited programs in Providence, Rhode Island; the Urban agent made a trip to Washington, D.C. to examine programs operated by Federal City College, and three staff members spent two days touring and discussing urban 4-H programs with staff in Louisville, Kentucky.[16] Consultants, not part of Extension programs from within and outside West Virginia,[17] were used to aid in planning the program.

In addition to using out-of-state trips and consultants, the Urban 4-H agent and other county and area staff members scheduled meetings with numerous individuals and local groups to review program plans and to ask for comments and suggestions.[18] Also, as program process and specific program activities were developed, care was taken to involve youth and parents informally in the process. On various occasions, the Steering Committee discussed the possibility and desirability of including parents and community leaders as formal members of the Committee. It was concluded, however, that a formalized membership might tend to constrain parent participation, so it was decided to seek community input systematically, but on an informal basis.

With respect to program publicity, deliberate efforts were made to develop and operate the program with as little formal media publicity as possible. This approach was suggested by a conclusion drawn from an ORD evaluation of another, earlier, Extension program:

> . . .when publicity or research activities associated with programs are not controlled to protect the rights and sensibilities of residents of low-income communities (as unfortunately was the case with certain types of publicity concerning the West Virginia project) the result can be harmful to cooperation and in the extreme can destroy any working relationship with a community.[19]

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[16] The Louisville site was chosen primarily because it seemed to be somewhat comparable to the West Virginia sites and it was within a reasonable traveling distance so that a number of the staff could participate. Other sites considered included Newark, Delaware and Phoenix.

[17] Consultants were used for advice on both program and evaluation matters. Those consultants used thus far have been from the Federal City College, Washington, D.C.; the West Virginia Department of Education; and the West Virginia College of Graduate Studies.

[18] The following are some of the groups contacted in the Charleston area as a part of the effort to involve the community in developing and implementing the program: Community Council, County Camp Bureau, Volunteer Service Bureau, YWCA, YMCA, Mattri V. Lee Home, Urban Renewal and Relocation Office, County Court, Board of Education, principals of all schools in the areas, representatives of the city Ministerial Association, Kennedy Center, Job Corps Center, Inc., National Association of College Women, and others. Similar groups were contacted in the city of Huntington.

[19] Miller, *et. al.*, op. cit., p. 19.

No problems associated with publicity were encountered in the Urban 4-H Program's experience.

Primary responsibility for planning the Program's curriculum was given to the local Urban 4-H agent who, in turn, obtained inputs from program assistants, client groups, and the state level 4-H program specialist with Urban 4-H responsibility. While the Steering Committee served in an advisory and review capacity, it made very few specific program recommendations.

Administration

As indicated above, Urban 4-H was a new program for West Virginia Extension in a number of different ways. Therefore, it was not surprising to find that an administrative system designed for other purposes occasionally was a source of difficulty for those operating the Urban program. Moreover, the start of Urban 4-H also coincided with the temporary absence of a key area administrator and this seemed to compound the initial problems encountered.

Initial Program Development—When the program began in late 1972, it received initial administrative direction from the dean and the state level division leader for Personal and Family Development. At the same time, the area director, the chief administrative officer at the field level, was on study leave and the area program coordinator served as acting area director. According to her,[20] an agreement was reached whereby program coordination would be provided by the area office, with administrative as well as program guidance provided by the state level division leader. According to the agreement, "the area office would play a supportive role, primarily for program guidance, while administration concerning budgeting, employment, etc., would come from the state office. There would also be a state level person (a state 4-H specialist) to provide program guidance."

While this agreed-upon operating procedure was satisfactory to the particular individuals involved, it did represent somewhat of a deviation from usual operating procedures. Under normal circumstances, general program guidance would be provided from the state level office with specific program and administrative guidance provided from the area office level.

The acting area director and the state-level division leader were also in agreement concerning the particular individual who would be recommended to the dean for employment as the multi-county Urban 4-H agent, and a tentative salary and employment date were discussed with the individual to be recommended.

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[20] Interview with Area office specialist, September 25, 1974.

However, when the regular area director returned to his assignment late in 1972, those previously agreed-upon administrative decisions were reconsidered and the Urban 4-H position was opened for application by any interested person. Even though the position was opened to other staff members, no one applied, thus leaving the program temporarily without local leadership. At a later date, the position was again offered to the individual originally recommended who accepted at a somewhat lower salary than had originally been discussed.

According to many of the principal staff involved with the program, part of the initial administrative confusion surrounding the program was the result of difference of opinion between state and area level administrators concerning who should provide administrative guidance and program control for the Urban Program.[21]

The administrative arrangement that finally emerged called for the preparation of three separate budgets: field operations; state program operations; and evaluation. According to standing policy of the Office of Research and Development, funds supporting evaluations conducted by the Office are administered by its director to insure independence of research efforts from the programs being evaluated. This did not present any particular problems. The program budget, however, was divided between field and state level operations.

While the allocation of state level program funds was a fairly straight-forward matter (state staff travel, development and acquisition of Urban 4-H program materials, and partial salary for a state level Extension specialist), the allocation of the much larger amount of funds for field operations was not so straight-forward since part of it had to be based on short-run, oftentimes unforeseeable program needs. Unfortunately, during the first year and a half of the Program, neither the Urban 4-H agent nor the Steering

[21] It should also be noted that approximately six months after the Urban Program was initiated both the dean and the division director for Personal and Family Development left their respective positions and were no longer associated with the Urban Program. Similarly, the acting Area director resumed her regular position as Area program coordinator when the regular Area director returned to his position following this study leave.

Committee were given much opportunity to influence the preparation of the field office budget.

According to interviews with field staff and program assistants, lack of budgetary knowledge tended to impede the progress of the program during that period. The general reaction of the program assistants was that they felt stifled in their ability to engage in meaningful program discussions with community participants because they did not know in advance if and what expenditures were, or were not, permissible. As a result, the assistants reported that they tended to proceed in a rather conservative manner with their programming efforts during the first two years of the program,[22] engaging only in those activities they were certain would receive funding support.

But, even when it was known which expenditures could be made, some problems existed in the Program's early months with respect to the timeliness of this approach. When interviewed at that time, the Urban 4-H agent reported that some services, materials and equipment needed for the program, such as telephone service, tape recorders, cameras, etc., had not been received even though ordered months earlier. The agent reported that "many of the program volunteer leaders have been reimbursed by me after they make a purchase for the program, simply because they can't afford to wait for reimbursement from the budget, which has taken about three months."[23] The agent further indicated that even though reimbursement eventually was made, with approximately 57 volunteer leaders working in the two cities such an administrative practice created a serious personal financial problem for the agent.

When interviewed later, a year and a half after the Program started, those staff members closest to program operations continued to express their dissatisfaction with the rigidity and slowness of administrative procedures and the continued lack of financial information. Specific concerns centered around the inflexibility of the budget to accommodate a new type of program that had been given "top priority" by the dean, inability to receive needed equipment for the program, inability to obtain definite responses concerning purchases or purchase decisions, and a continuing lack of knowledge of the amount of funds available, along with a lack of guidance concerning the purpose for which those funds could or could not be expanded.

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[22] Interviews with Urban 4-H Program assistants.

[23] Interview, September 26, 1974.

Of course, even at the time the administrative problems referred to, and still others, were being reported, steps were being taken to resolve them. After some months of discussion, procedures were worked out which permitted small purchases of educational materials and supplies by the program assistants directly from local vendors. Also program staff members eventually became involved more regularly in budgetary discussions. Additionally, the Center's dean and associate dean injected themselves into the Program to provide necessary leadership when regular administrative channels failed. In time, for all practical purposes, the problems were solved. The importance of this discussion is to bolster the point that because of Urban 4-H's unique characteristics relative to the Center's organization, changes in operational procedures and organizational adjustments were required and these were not always accomplished either routinely or quickly.

Program Design Activities and Staff

The discussion in this chapter of the program planning process and its evolution would be incomplete without separate attention given to the recruitment, roles, and program activities of the program assistants, participating youth, parents of the youth, and volunteer leaders. Whereas the development of overall program goals was the responsibility of the Steering Committee and the permanent Program staff, the youth, their parents, the volunteer leaders, and the program assistants helped to shape the Program's specific content and the methods by which it was implemented in the field.

Program Assistants—During the initial 3 years, the Program was developed and operated in the field under the guidance of five program assistants, three in Huntington and two in Charleston. As indicated earlier in this report, they were initially employed as paraprofessional aides following the general model of aides used in Extension's EFNEP program but subsequently their employment status was redefined to be program assistants and appropriate salary adjustments were made.[24]

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[24] When the positions were redefined as "Program Assistants," the income of the assistants rose about $200 per month.

Information sources used for the recruitment of program assistants varied. The positions were advertised through local offices of Employment Security, NAACP, Job Corps, the Opportunities Industrialization Center (OIC), two local colleges, and one local university. Also, numerous black organizations in the local areas were contacted and position notices were posted in predominately black and low-income neighborhoods to make a special effort to make minority groups aware of the positions and the Program. However, the Urban agent reported that no responses or applications were received as a result of references from any of the black organizations contacted. Most were either referred by the local employment office or responded to advertising at Marshall University in Huntington. Twenty-three persons applied for the five positions and were interviewed by the County Urban 4-H agent. During the first two years of the Program, 11 individuals were employed for the five positions. Seven of the 11 persons employed were white and seven were residents of the program target area.[25]

As indicated, during the first two years of the Program, there was some turnover among program assistants: six persons were employed to fill the three positions in Huntington and five to fill the two positions in Charleston. In examining the reasons for the turnover, it was found that two individuals transferred to other positions within Extension, one as a County 4-H agent; one became self-employed; one took a more permanent and better paying job; and one moved out of the state.

According to the Urban 4-H agent who interviewed the applicants, most were college graduates, many were considered to be overqualified, most took the job for "experience," and salary did not appear to be a significant factor. All of the program assistants employed were between 21 and 25 years of age.

Youth Participants—One of the early tasks of the field staff was to identify, **within the program target areas** those youth eligible to participate in the program—basically those between the ages of nine and 12 who were from low-income families. As explained above, the program assistants conducted a door-to-door census in the selected target areas providing them with an opportunity to locate eligible children as well as to explain the program to parents and youth. Local school officials cooperated in identifying and verifying youth from low-income families.

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[25] Original program guidelines provided by the Extension Service, USDA, encouraged employment of staff from the immediate program areas.

Card files were established for all identified eligible youth for the purpose of later contacts about specific programs and activities. Letters were mailed to parents advising them that the program was being offered locally and encouraging their children to participate.

Various techniques were used to actually enroll the youth. For example, in Charleston program assistants went into the neighborhoods and talked to the youth wherever they found them—at playgrounds, in the streets, etc. In Huntington, a program assistant went to the schools to officially enroll youth previously located in the door-to-door census. Others visited places like the YMCA and other recreational or assembly rooms.

One distinct problem encountered in recruiting and maintaining contact with youth was the high degree of mobility among the families involved. Families in the area were continually being displaced by urban renewal or highway construction. Some eligible youth in the area lived temporarily with relatives. As explained previously, an overriding principle followed during the program was to avoid media publicity, so maintaining contact with the youth became a serious problem. Informational flyers were used as handouts in the neighborhoods to attract and maintain contact with many of the youth. Since the program areas were relatively small, talk among children and parents helped to tell youth of available or upcoming activities and programs. Even though it has not been possible to maintain complete and accurate records on all eligible children in the target areas, the Urban 4-H agent estimates that at least 95 percent of the eligible youth have either participated in the program or know of its existence.

Types of Program Groups—In the early stages of the Program, it was agreed that in order to be effective, Program content as well as methods of delivery would need to be tailored somewhat to the interests and desires of the urban youth. Early contacts with the youth and their families included an explanation of the intent of the program and a query as to what the children would like to do. During the early months of the field activities, program assistants spent much of their time talking and playing with the youth in order to establish a positive relationship with them.

As group interests began to emerge from the interaction, patterns for organizing programs and activities around those interests were developed. Three basic types of groupings were used as means for organizing and conducting programs and activities, although children were often involved in more than one type of group or activity; regular clubs, special interest groups, and special interest activities of a nonrecurring nature.

Regular clubs in the Urban 4-H Program were similar in some respects to traditional 4-H clubs, but there were some distinct differences. For example, they met rather regularly, usually once a week, and records were maintained showing club name, leaders and attendance of each participant. However, the Urban clubs tended to place less emphasis on traditional ceremonies such as the formalities of officially opening and closing meetings and individual progress reporting. Instead, the meetings were simply called to order and an activity for the day was started. Urban clubs could be described as more specific activity or task-oriented, with less attention given to organizational process. The 4-H activity sheet, used to formally report progress in traditional clubs, was not used in the Urban Program.

Special interest groups were formed for specific activities that required as many as five or six meetings to complete. Examples include instructions and demonstrations about bread baking, simple gardening, sewing, bicycle safety, three to five day resident and day camping activities, and camera use. Quite often, adult leaders were recruited to conduct a special interest activity held at the leader's home or other locations convenient for the children.

Special interest activities of a nonrecurring nature (as contrasted with special interest groups) were "one shot" activities the children requested, (e.g., a day camp for recreation, bicycle clinic in cooperation with the police department, a hiking day with nature observations, etc.).

Two general observations can be made at this point. First, according to the Urban 4-H agent, there was growing interest among the children in participation in a "regular club," minus the traditional ceremony and record keeping. The children defined a "regular club" simply as one having relatively regular membership of a few children with relatively consistent meeting times. Secondly, record keeping and reporting, as it pertains to membership and accomplishment of activities, present some problems because mobility among program families was relatively high for reasons already stated. It would not seem to be appropriate to label as "dropouts" those children who were required to leave the program for reasons beyond their control. Likewise, special interest activities of a nonrecurring nature did not lend themselves to membership or progress-type record keeping. Thus, Urban 4-H demonstrated that in order to document other than traditional

4-H program participation and accomplishments, some new reporting methods were needed.

Volunteer Leaders—When the Program was initially explained to parents during the door-to-door census, many of them volunteered to help implement the Program when the assistants were ready. In addition, volunteers were recruited through churches in the area, from colleges, and through the Volunteer Service Bureau in Charleston.

Volunteer leaders in the Program had a variety of backgrounds. Some were parents, public recreation center leaders, and traditional 4-H junior leaders (used especially for camping activities). Others were homemakers, college students and housing unit workers. Two years after the Program began there were 57 registered volunteers who agreed to help. While the ages varied from 16 to 80, most were between 18 and 25 and were women.

Some of the volunteer leaders served as group leaders and some were special activity leaders who assisted group leaders with specific topics. Generally, specific activity leaders were parents of urban youth participants while group leaders were not. **Interestingly, the majority of the volunteer leaders did not have children in the program.**

When questioned about problems in recruiting or retaining urban volunteers, the Urban 4-H agent indicated that there did not seem to be any more than experienced in the traditional 4-H program.

Urban 4-H Programs and Special Activities—During the first two years of the Program, approximately 800 youth were enrolled for regular club and special interest group activities of a continuing nature.[26] Numerous other youth participated in short term special interest activities but were not officially registered. Table 8 indicates enrollments for the first two years by types of activities (no child has been counted more than once, and short term special interest activity participation is not included because of lack of enrollment information).

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[26] The preliminary estimates were to enroll 2,100 youth during the initial three years of the Program. The door-to-door census indicated a smaller number of youth in the Program target area. The smaller number of youth was not of great concern since the primary emphasis was intended to be on sound and thorough program design for possible replication elsewhere and secondary emphasis on initial enrollments.

Table 8
West Virginia Urban 4-H Membership

	City		
Type of Group	**Charleston**	**Huntington**	**Total**
Regular club–only	90	104	194
Special Interest Group –only	299	155	454
Regular Club & Special Interest Group	101	69	170
Total	490	328	818

As indicated by the above figures, the special interest group was by far the most popular type of group. According to the Urban agent, a short term activity tended to fit well into the life styles of the youth and their families. The special interest group programs were designed to provide more immediate rewards and evidence of accomplishment for the youth involved, which probably also helps explain why their enrollment was very high. Another explanation may be that special interest activities quite often involved some short distance travel and this may have been viewed by the children as a type of reward.

The following are examples of the types of activities that were a part of the Urban 4-H Program: archery, junior leaders' development, cooking, sewing, nutrition, handicrafts, ecology, camping, photography, mechanics, woodworking, hiking, pet care, and electrical assembly. These activities combined traditional subjects associated with 4-H, for example, sewing and cooking with materials designed specifically for the needs of urban youth, such as breaking down the sewing and cooking projects into individual subprojects, i.e., making a sewing box and cutting a pattern. The various curricula were designed by the county Urban 4-H agent with the help of the program assistants. The Steering Committee served as a forum for discussing and reviewing the curriculum before it was offered.

By the end of the second year of the Program, about 40 different special interest groups (such as the bicycle clinic) had been formed. These types of sessions can, and actually were conducted in a variety of ways, depending on volunteers, leader preferences for teaching the material and the nature of the activity.

Sewing classes, for example, usually involved five to seven children with the volunteer working directly with them on a one-to-one basis. In the bicycle safety class, however, which sometimes had enrollments of 25 or more, two or more volunteers worked with smaller groups.

Materials for classes were supplied by Extension for demonstration purposes. Program assistants were quite successful in securing donated supplies (such as material for sewing) from local merchants, although youth were encouraged to provide their own materials and supplies when possible. Sewing was of particular interest among the young girls, and since many of the low-income families did not own sewing machines, borrowed and donated machines were placed in centrally located "clinics" for easy access.

The actual organization of these activities can best be described as informal—there were no formal classes, as such. Meetings, often guided by program assistants, were held at homes, churches, the local YMCA, or, in the case of the bicycle clinic, at a local service station.

A variety of teaching methods were used, including demonstrations, discussions, field trips, and research and writing on topics. The main emphasis, however, was placed on **learning by doing** and virtually in every activity participants were actively involved.

As indicated earlier, the particular topics or activities used were those of interest to the children. In some instances, the leader and the children jointly selected the activity. At other times, the children selected an activity and then a volunteer leader was recruited to conduct it. When a volunteer leader with a particular talent was available, the activity was scheduled in advance and children with a similar interest were recruited for it.

Again according to the Urban 4-H agent, attendance during the first two years was very high in organized activities.[27] For example, in Charleston, regular attendance was estimated to average 85 percent to 90 percent. In Huntington, the figures were reported to be between 65 percent to 70 percent. The somewhat lower attendance in Huntington primarily was attributed to the practice of one of the program assistants not to hold club meetings when a group volunteer leader was not available. This tended to reduce the stability of meeting times and participation as well.

[27] Official records were not kept for youth attendance at various activities.

Also, program assistants occasionally scheduled meetings or programs at his or her convenience rather than that of the youth participants, thus reducing participation.

A final observation concerns completion of projects and activities started by the youth. **One of the priorities or Urban 4-H is to teach youth the value of completing projects they start;** therefore, this goal was emphasized in each program and activity. At the end of the Program's second year, the Urban agent estimated that approximately 90 percent of projects started were actually being completed. This high rate may have been partly a result of efforts to design specific programs and learning activities to match closely the needs of the individuals in the low-income client group. As indicated earlier, a generally recognized characteristic of this clientele group is a short interest span and the need for immediate reward and gratification. One example of how a particular urban activity compared to a traditional 4-H activity is a sewing project. The traditional 4-H sewing project, a single project **unit** that may last a year, consists of a series of activities such as equipping a sewing box, making a shirt, making a blouse, etc., and demonstrating or displaying the finished garment at a public event. Thus, the project includes all facets of sewing, from deciding what outfit to make to demonstrating the finished project. In the Urban Program, each step was considered a separate and complete unit. Thus, equipping a sewing box was an entire unit. This was done to provide children with short attention spans an opportunity to experience the satisfaction obtained from job completion. It also helped them to see a task through from beginning to end. The Urban agent indicated that this segmented method was a "more effective way of dealing with children who are not accustomed to long-range self-discipline."

A Foreword

This, then, largely completes the description of the forces and influences which transformed the West Virginia Urban 4-H Program from a concept to goals and objectives, strategies for attaining them, a system of organizational roles and, ultimately, the performance of specific activities. In effect, those ideas and arrangements which survived the fits and starts caused by impingements on tradition, personalities, and communications comprise the West Virginia Urban 4-H Program Model. In the next four chapters the efficacy of the model is tested with survey data gathered longitudinally. They reflect certain objective measures of the Program's impact and along with more subjective data, convey evaluations of the Program by those most closely involved with it.

Chapter III

PARTICIPANTS AND NONPARTICIPANTS: DESCRIPTION AND ANALYSIS OF TWO SAMPLES

Introduction

The Urban 4-H Program was directed toward low-income urban, inner-city youth. While the sites were selected with this in mind, it still was necessary to obtain data about the participants which permitted estimation of the extent to which the target youth were reached. Moreover, since it was hoped that the Program could be expanded to other sites both in Huntington and Charleston and in the other urban areas in the state, it was important to compare the participants in the Program to nonparticipating youth who were similar in terms of geographic and socio-economic characteristics. Thus, in this chapter we describe certain of these characteristics for a sample of youth who participated and the apparent relationships between those characteristics and the propensity of the youth to continue to participate in the Program over time. In addition, we compare those youth to a sample of nonparticipants, matched with the participants on the basis of school enrollment. This is done to estimate whether or not significant differences existed between the two samples which might suggest strengths or weaknesses of the Program's model in terms of replicability. The data used for this purpose were obtained from the records of the schools attended by the two groups for the years 1972-73 and 1974-75.

After the school officials in the two cities agreed to make some school records available upon request by the Urban agent and the evaluation staff, it finally was decided to use only those records in the Huntington schools since the Charleston officials felt it would be advisable to release the data only on a group basis, as opposed to an individual basis. For Huntington, then, it was decided to sample two groups: those who had and those who had not enrolled in the Program in the seven elementary and junior high schools within the selected program site. The school names, total school and total eligible enrollments, and distributions of enrollments by school grades are shown in Table 9.[28]

While it would have been preferable to have selected the samples randomly, one from a list of the participants and the other from a list of eligible nonparticipants, this was not entirely possible for the participant group. The participant group actually consists of the first 261 enrollees in the Program. The initial participant enrollment in the Program was not distributed evenly among the schools within the Program. A sample of 216 nonparticipants was selected randomly from the total eligible population with each school's representation determined to be approximately 10 percent of the student population enrolled currently in grades four through seven. As it turned out, this age group of nonparticipants closely resembled the target age population of the Program participants. The number of nonparticipants selected for each grade was determined by the number of participants in the corresponding grade in each of the seven schools. The results of the sample of nonparticipants are shown in Table 10.

Selected Characteristics of the Two Groups

The data available from the school records concerning the families and youth associated with the Urban 4-H Program compared to those not associated with the Program revealed both similarities and some interesting differences with respect to a number of characteristics including age, school, school grade, sex, race, family income, family size, mobility, and certain test scores.

Age and Family Income—Age and family income were important variables since the Program was intended to be directed toward low-income youth between the ages of nine and 12. In general, the youth who participated in Urban 4-H in Huntington met both the income and age criteria. Moreover, they were similar to the randomly selected nonparticipants in this respect. As shown in Table 11, the large majority of the sample cases were in the nine to 12 age range, and the finding that some were not in this age

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[28] The data collection instruments designed to gather information about the individual schools and their pupils are included in Appendix G, pp. 162-166.

Table 9

School Enrollments in the Urban 4-H Program Area, by School and Grade

Name of School	Total School Enrollment	School Enrollment by Grade						Total Eligible Enrollment*
		4	5	6	7	8	9	
Oley Jr. High	293				106	94	93	(106)
Lincoln Jr. High	456				157	146	153	(157)
Oley Elementary	125	15	9	16				(40)
Lincoln Elementary	474	65	66	73				(204)
Simms Elementary	374	59	55	54				(168)
Ensign Elementary	141	19	13	18				(50)
Peyton Elementary	250	47	39	36				(122)
Total	2113	205	182	197	263	240	246	(1333)

*Total eligible enrollment refers only to those pupils in grades 4 through 7.

Source: School Officials response recorded on "School Information Form" appended.

Table 10

Number of Program Participants and Nonparticipants Selected for Study, by School

Name of School	Total Enrollment	Participants	Non-participants
Oley Jr. High	293	37	30
Lincoln Jr. High	456	26	47
Oley Elementary	125	24	13
Lincoln Elementary	474	40	44
Simms Elementary	374	85	41
Ensign Elementary	141	35	14
Peyton Elementary	250	14	27
Total	2113	261	216

Table 11

Comparison of Participants and Nonparticipants, by Age

	Participants		Nonparticipants	
Years of Age	Number	Percent	Number	Percent
6	5	1.9	0	0.0
7	4	1.6	0	0.0
8	10	3.9	0	0.0
9 *	37	14.3	41	19.1
10	50	19.4	37	17.2
11	50	19.4	46	21.4
12	56	21.7	59	27.4
13	36	14.0	23	10.7
14	8	3.1	7	3.3
15 and Over	2	0.8	2	0.9
Total	258**	100	215***	150

*Normal target age population for 4-H Programs
**Not ascertained = 3
***Not ascertained = 1

Table 12

Comparison of Participants and Nonparticipants, by School Grade

Grade	Participants		Nonparticipants	
	Number	Percent	Number	Percent
1st	5	2	0	0
2nd	6	2	0	0
3rd	22	9	0	0
4th *	47	18	61	28
5th	53	20	42	19
6th	62	24	36	17
7th	46	18	77	36
8th	14	5	0	0
9th	6	2	0	0
Total	261	100%	216	100%

*Normal target age and grade population for 4-H Programs.

bracket is both explainable and reasonable. Older and younger participants were relatives and friends of those who met the age criteria and it was felt that allowing their participation was a rational response to the situation in that it permitted existing social relationships to be continued. Also, inclusion of some nonparticipants older than 12 years was due to the fact that the sample was selected by school grade, which usually, but not always, conforms to age. (The distribution of the sample cases by school grade is shown in Table 12). These two factors, then, explain the observable age difference between the two samples. In any event, it does not appear to be the source of any significant difficulty. However, Tables 11 and 12 do reveal that attempting to adhere strictly to either age or school grade criteria for either program design or evaluation would have caused some difficulties.

The Program guidelines did not specify the specific limits to be used to classify families as low-income. However, for those families from whom income data were obtained, 76 percent of the participant families and 81 percent of the nonparticipant families had monthly incomes at or below $500 ($6,000 per year).

The indicator used to determine approximate family income level was youth participation in the "Reduced Price or Free Meals" lunch program at the school.[29] While participation in the program is not mandatory, it is available for families whose incomes are at or below limits specified by the West Virginia Department of Education. For example, a family of six with a monthly income less than $444, with one to three children in school, would qualify for participation in the Program. **Among the sample of 261 Urban Program participants, it was found that 71 percent participated in the reduced price or free meals program.** A somewhat lower percent of non-program youth, 58 percent, participated in this lunch program.

Thus, a large majority of both samples met a commonly accepted criterion for low-income classification. It should be noted, however, that exact income data could not be ascertained for a large proportion of both groups (38 percent and 46 percent respectively, see Table 13).

Family Size and Program Enrollment—As shown in Table 14, since more than three-fifths of those for whom data are available in both samples were in families with more than four family members, the incidence of low income on a per capita basis probably is understated, particularly among the nonparticipants.

An observation that can be made based on the available family data concerns the potential for future Program enrollments. If participation in the Urban 4-H Program is viewed as having the potential to communicate the presence of a new, desirable program activity to others in the family, they might thereby become interested in being participants themselves. Some possibilities are revealed by other data about family composition. Forty-three percent of the participants have younger brothers and 45 percent have younger sisters. Somewhat similar characteristics were found among the nonparticipants. Thirty-five percent of the nonparticipants indicated having younger brothers and 41 percent have younger sisters. Thus, both groups indicated the potential availability of a large group of youth other than those in the samples eligible to participate in urban 4-H programming in the future.

[29] See Appendix H, pp. 167-170, for guidelines used by the West Virginia Department of Education for participation in the reduced price or free meals program.

Table 13

Comparison of Participants and Nonparticipants, by Income

Family Monthly Income ($)	Participants			Nonparticipants		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
0-100	1	1	1	2	2	2
101-200	24	15	16	25	21	23
201-300	41	25	41	28	24	47
301-400	38	23	64	22	19	66
401-500	18	11	75	17	15	81
501-600	17	11	86	16	14	95
601-700	17	11	97	4	3	98
701-800	3	2	99	1	1	99
801-900	2	1	100	1	1	100
Total Answered	161*	100		116**	100	

*Not ascertained = 100

**Not ascertained = 100

Table 14

Comparison of Participants and Nonparticipants, by Family Size

Total Number of Persons in Family Units	Participants			Nonparticipants		
	Number	Percent	Cumulative Percent	Number	Percent	Cumulative Percent
2	2	1	1	6	5	5
3	12	7	8	16	13	18
4	28	17	25	19	15	33
5	27	17	41	27	22	55
6	25	16	58	16	13	68
7	41	26	84	17	14	82
8	13	8	92	14	11	93
9	15	3	95	7	6	99
10	2	1	96	1	1	100
11	3	2	98	0	0	100
12	3	2	100	0	0	100
Sub Total	161*	100%*		123*	100%	
Not Ascertained	100*			93*		
Total	261			216		

Sex and Race—Of all the variables examined, those having to do with sex and race were the most instructive for estimating the differences between the participants and the rest of the schools' student population as measured by the randomly selected nonparticipants. As shown in Table 15, females were much more likely than males to be participants at the start of the Program. Fifty-five percent of the participants were female compared to only 41 percent of the randomly selected nonparticipants. This higher percent of females among participants is typical of enrollments in 4-H generally. For example, for fiscal year 1974, 59 percent of all 4-H enrollments in West Virginia were female and 57 percent of all national 4-H enrollments were female.

Table 15

Comparison of Participants and Nonparticipants, by Sex

	Participants		Nonparticipants	
Sex	Number	Percent	Number	Percent
Male	177	44.8	127	58.8
Female	144	55.2	89	41.2
Total	261	100%	216	100%

The racial difference between the two groups was also quite significant as shown in Table 16. About 60 percent of the participant group were black compared to only 29 percent of the nonparticipants. An examination of the overall racial composition of the total enrollments in the seven schools indicated that the randomly selected sample quite accurately reflected the racial composition of school enrollments in the Program area. For example, analysis of overall school enrollments in the school area showed black school enrollments to be 29 percent, the same as the random sample used for this study. Thus, there is a significant variation between the two groups on the basis of the school enrollment data shown in Table 17. Some factors not totally clear to us seemed to systematically bias the distribution of participant enrollments away from what would have been expected within the total school community by chance alone.

Table 16

Comparison of Participants and Nonparticipants, by Race

	Participants		Nonparticipants	
Race	Number	Percent	Number	Percent
White	103	40	151	70.0
Black	152	60	64	29.5
Other	0	0	1	0.5
Not Ascertained	6	–	0	–
Total	261	100%	216	100%

Geographic Mobility—The school records data made possible some description and comparison of family geographic mobility as measured by changes in residence and number of schools attended. By these measures, both groups are quite comparable and neither are characterized by extremely high degrees of **long-distance mobility** experience.

The participants demonstrated somewhat less mobility than the nonparticipants. Only eight percent of the participants and 16 percent of the nonparticipants moved to Huntington from another state. The school records indicate, moreover, that 95 percent of the urban youth participants and 83 percent of the nonparticipants had never attended schools in cities outside of Huntington. While there was extensive movement between schools within Huntington among both participants and nonparticipants, there was not much difference between the two samples in this regard. Forty-seven percent of the participants had changed schools one or more times for reasons other than graduation compared to 44 percent of the nonparticipants.

School Attendance—One of the behavioral measures used to examine possible Program effects is a comparison of the participants and nonparticipants on the basis of their school attendance. Available school records show the number of days absent for each individual studied for each year of schooling completed. An initial baseline measure is a comparison of the average number of days absent for individuals in each group for each school year completed. This comparison is shown in Table 18. The average annual absence rate for nonparticipants was somewhat higher than for participants—11.9 versus 9.7, prior to the establishment of the Urban 4-H Program.

Table 17

Total School Enrollments by Proportions of Blacks, Participants, and Nonparticipants

Name of School	Total School Enrollment	Blacks as a Percent of Total Enrollment	Participants as Percent of Total Enrollment	Nonparticipants as a Percent of Total Enrollment
Oley Junior High	293	34	13	10
Lincoln Junior High	456	20	6	10
Oley Elementary	125	34	19	10
Lincoln Elementary	474	17	8	9
Simms Elementary	374	77	23	11
Ensign Elementary	141	0	25	10
Peyton Elementary	250	0	0	11
Total	2113	30	12	10

Table 18

Annual Average Number of Days Absent From School, by Grade, for Participants and Non-Participants Prior to Establishment of the Urban 4-H Program

Grade	Average Absence Rate for Participants	Number of Observations*	Average Absence Rate for Non-Participants	Number of Observations*
1	13.4	(223)	15.8	(189)
2	9.0	(222)	10.6	(198)
3	9.4	(200)	10.4	(175)
4	8.2	(160)	11.8	(133)
5	7.9	(108)	10.0	(81)
6	7.6	(58)	12.5	(42)
7	6.3	(15)	–	(0)
8	10.8	(5)	–	(0)
Overall Average Absence Rate	9.7		11.9	

*The number of observations is determined by the number of individuals in the selected samples who have completed that particular grade level and for which attendance data could be located. For example, 223 of the 261 participants had completed the first grade and as a group had an average absence rate of 13.4 days.

Test Results—Participants and nonparticipants were also compared on the basis of results of standard school-administered I.Q. tests. The two groups were found to be nearly identical (see Table 19).

Table 19

Comparison of Participants and Nonparticipants by I.Q. Test Score Results

I.Q. Score Range	Participants	Nonparticipants
45-54	5	5
65-84	38	35
85-115	118	114
Over 115	5	6
Scores not Available	55	56
Total	221	216

Changes in the Two Samples Over Time

This evaluation effort was longitudinal in nature because of a desire to examine any changes between the participant and the nonparticipant groups over time as a possible indicator of the effect of West Virginia's Urban 4-H Program. As was shown in the preceding part of this chapter, there appeared to be a few important differences between the two groups from the outset, such as racial and sex composition of the two groups, and to a smaller extent, the rates of absence from school. One question for which an answer was sought concerned whether or not these differences, or any of the noted similarities, changed over time. To attempt to answer this question as well as collect other data, records were examined again as a follow-up about two years later. The following is a description and analysis of the results of the follow-up examination of the school record data.

Overall Changes—During the three-year period covered by this evaluation (1973-75), the number of original participants included for study in this evaluation reduced by 49, from 261 to 212 (a reduction of 19 percent), and the original nonparticipant group reduced by 60, from 216 to 156 (a reduction of 28 percent). Whereas all of the nonparticipants in the period examined during the 1975 follow-up were also nonparticipants in the first period; 25 of the first period nonparticipants enrolled in Urban 4-H during this three-year period thus changing their status for the purpose of this study. Such a change was anticipated and planned for and was one reason for establishing an initial comparison group large enough to provide for follow-up comparison purposes. For the most part in this section of the report, we refer to all 212 participants (187 original participants plus 25 converted nonparticipants) as the 1975 follow-up group of participants. However, for some purposes we refer to the 25 status changes separately and, when we do, the number of 1975 participants is 187. The data showing these three groups are presented in Table 20.

The reductions in the numbers of participants and nonparticipants between the two periods can be attributed almost entirely to the actions of their families, such as movement out of the Urban 4-H Program area, or leaving the grade or age categories covered by the school records and the Urban 4-H Program. Table 21 shows the numbers of participants and nonparticipants who left the Program or comparison group samples and the reasons for the discontinuance. Interestingly, only seven youth discontinued their participation in the Program and were thus classified as "voluntary dropouts."

Description and Comparison of the 25 Status Changers—While certain comparisons can be made between the two sample groups and the 25 status changers, the numbers of greatest interest are small and conclusions drawn from them must be regarded as being of an extremely tentative nature. The data are presented because of the importance of formulating at least some ideas about the variables associated with this significant change.

It was found that youth whose status changed from nonparticipant to participant between the period encompassing the initial data gathering and the follow-up data gathering were predominately white males. More specifically, 60 percent were male and 64 percent were white. As was mentioned earlier, the initial Urban 4-H participants were found to be predominately female and black.

According to the Program staff, as the Program developed between the two survey dates, new options and activities were added that made the Program more appealing to the male youth thus attracting them into the Program.

Table 22 shows that 76 percent of the 25 youth who subsequently joined the Program were in the 10-13 age class. None

Table 20

School Enrollment and Initial and Continuing Participation, by School in Which Enrolled in 1974-75

Name of School	1973 Program Participants	1975* Program Participants	1973 Nonparticipants to 1975 Participants
Oley Junior High (293)	39	21	5
Oley Elementary (456)	24	17	1
Lincoln Jr. High (125)	27	12	10
Lincoln Elementary (474)	43	38	6
Simms Elementary (374)	79	66	2
Ensign Elementary (141)	35	23	1
Peyton Elementary (252)	14	10	0
Total (2113)	261	187	25

( ) Figures in parentheses indicate the total school enrollments in 1973.

*The data for the 1975 Program participants correspond to the school that they attended when they first enrolled in the Urban Program in 1973. Consequently, the numbers of 1975 participants do not necessarily correspond to the school attended in 1975. The net effect of Table 18 is to show the number of participants, by school, who discontinued participation in the Urban Program during the two-year period.

Table 21

Reasons for Changes in Sample Sizes of Participants and Nonparticipants 1974-1976

Participant	Oley Jr. High	Oley Elem.	Lincoln Jr. High	Lincoln Elem.	Simms Elem.	Ensign Elem.	Peyton Elem.	Totals
Moved from Urban 4-H Program Area	1	7	9	3	2	9	3	34
Transferred to Elementary School out of sample	0	0	0	1	2	0	0	3
Transferred to Jr. High Out of sample	2	0	0	0	7	1	1	11
Transferred to High School out of sample	13	0	4	0	0	0	0	17
Dropped out of school	2	0	0	0	0	0	0	2
Discontinued Participating in Urban Program	0	0	2	1	2	2	0	7
Total	18	17	15	5	13	12	4	74

(Continued)

Table 21

Reasons for Changes in Sample Sizes of Participants and Nonparticipants 1974-1976

Nonparticipant	Oley Jr. High	Oley Elem.	Lincoln Jr. High	Lincoln Elem.	Simms Elem.	Ensign Elem.	Peyton Elem.	Totals
Moved from Urban 4-H Program area	2	1	9	2	5	1	7	27
Transferred to Elementary School out of sample	1	1	0	1	0	0	0	3
Transferred to Jr. High out of sample	0	1	1	1	1	0	0	4
Transferred to High School out of sample	1	0	0	0	0	0	0	1
Dropped out of school	0	0	0	0	0	0	0	0
Discontinued Participating in Urban Program	0	0	0	0	0	0	0	0
Total	4	3	10	4	6	1	7	35

Table 22

Age of Participants and Nonparticipants—1973 and 1975, and Age of 1973 Nonparticipants Who Became 1975 Participants, by Percent

	Percent of Participants		Percent of Nonparticipants		Percent of youth who changed from Nonparticipants in 1973
Years of Age	**in 1973**	**in 1975**	**in 1973**	**in 1975**	**to Participants in 1975**
6	2	0	0	0	0
7	2	1	0	0	0
8	4	1	0	0	0
9	14	3	19	1	0
10	19	8	17	19	12
11	19	19	21	18	24
12	22	20	28	20	20
13	14	22	11	29	20
14	3	18	3	11	16
15 and Over	1	8	1	2	8
Not Ascertained	3		1		
Total Percent	100	100	100	100	100
Total Number	261	212	216	156	25

of these youth were younger than 10 years old and only two were 15 years or older. This age distribution is similar to that of the initial participants in the Program.

Of these 25 youth, 18 (72 percent) participated in the school free lunch program at the time the follow-up data were obtained. The average monthly family income for these 18 youth participants was $321 or ($3,852) annually. The remaining seven youth more than likely were members of families with higher incomes. The income distribution of these 25 new participants appears to be similar to that of the original participant group.

School attendance data were also examined for this group for the two dates. It was found that the yearly average number of days absent for these 25 youth was 22.1 days in 1973 when they were nonparticipants. During the two-year period 1974-1975 when they became participants their average number of days absent dropped to 15 days. This indicates no appreciable change in the school absence rate for these 25 pupils. (Table 23 shows the number of youth and the number of days they were absent in each of the two years).

The Two Samples Compared

Age and Family Income—If the 1973 age and grade data are adjusted by two years to compensate for the aging effect, not much systematic change occurred as the result of the reductions in the numbers of the two samples (see Table 24). Moreover, the changes from nonparticipant status to participant did not seem to reflect any particularly unique relationship with age and grade.

Between the two periods, however, the distribution of monthly income of both the participant and nonparticipant families did shift upward. For example, while only 36 percent of participants' families for whom 1973 data were obtained had monthly incomes of more than $400, the proportion increased to 45 percent for 1975 (see Table 25). The corresponding figures for the nonparticipants were 34 percent and 51 percent. Any conclusions drawn from this change should be tentative and drawn with caution because the relevant time period was characterized by rapid inflation of prices and income.

Other data distributions related to family income and the economic condition of the family, including family size and the presence of younger brothers and sisters, also changed only a little as a result of the changes in the two samples between the two points in time.

Table 23

Number of Days Absent for Youth Who Changed From Nonparticipant in 1973 to Participant in 1975

	Nonparticipant		Participant	
Days Absent	Youth in 1973	Total Number of Days Absent	Youth in 1975	Average Number of Days Absent
0 - 9	10	69	7	14
10 - 19	7	111	7	98
20 - 29	2	44	6	141
30 - 39	3	107	1	33
40 - 49	0	1		44
50 and Over	2	199	0	
Subtotal	24	530	22	330
Not Applicable*	1		0	
Non Ascertained	0		3	
Total	25	530	25	330

*This youth had not completed the second year grade as a participant at the time of the follow-up.

Table 24

Grade of the Participants and Nonparticipants—1973 and 1975, and Grade of 1973 Nonparticipants Who Became 1975 Participants, by Percent

	Percent of Participants		Percent of Nonparticipants		Percent of Youth Who Changed from Nonparticipants in 1973
Grade	1973	1975	1973	1975	to Participants in 1975
1st	2	0	0	0	0
2nd	2	2	0	0	0
3rd	9	2	0	0	0
4th	18	3	28	1	0
5th	20	10	19	28	10
6th	24	21	17	22	30
7th	18	25	36	15	20
8th	5	24	0	34	30
9th	2	14	0	0	10
Total Percent	100	100	100	100	100
Total Number	261	212	216	156	25

Table 25

Family Monthly Income of Participants and Nonparticupants—1973 and 1975 and Family Income of 1973 Nonparticipants Who Became 1975 Participants, by Percent

Family Monthly Income	Percent of Participants 1973	Percent of Participants 1975	Percent of Nonparticipants 1973	Percent of Nonparticipants 1975	Percent of Youth Who Changed from Nonparticipants in 1973 to Participants in 1975
$ 0 - 100	1	0	2	2	0
101 - 200	15	18	21	11	33
201 - 300	25	19	24	17	5
301 - 400	23	18	29	19	22
401 - 500	11	11	15	12	28
501 - 600	11	18	14	16	6
601 - 700	11	8	3	11	6
701 - 800	2	4	1	3	0
801 - 900	1	1	1	5	0
901 - 1000	0	1	0	2	0
1000 over	0	2	0	2	0
Total Percent	100	100	100	100	100
Total Number	N=161*	N=137*	N=116*	N=85*	N=18*

*Income data could not be ascertained for all participants and nonparticipants included in the samples. Therefore, "N" equals the number for whom data was available.

Sex and Race—Whereas the majority of the initial participants tended to be black and female, most of those who changed from nonparticipant to participant status tended to be white and male. But, at that, the distributions of the two samples by race and sex were about the same at the two periods covered by this report, (see Tables 26 and 27). Those who voluntarily dropped out of Urban 4-H altogether tended to be older, black and female, a factor that is predictable given the age, race and sex compositions of the initial group of participants.

School Attendance—As indicated above, one of the behavioral measures used to estimate Program effects was a comparison of the participants and nonparticipants on the basis of their school attendance. It was hypothesized that participants in the Program would demonstrate a lower absence rate, since it was expected that the Urban 4-H Program would improve participants' self-concept, social skills and social maturity level and these, in turn, would have a positive influence on the individual and his/her interest in remaining in school.

The baseline data shown in Table 18, which measured the group absence rate just prior to the start of the Urban Program, indicate an overall average absence rate of 9.7 days per year among participants and 11.9 days per year among nonparticipants. School attendance records were examined for the same individuals for each of the two years after the Program was started (see Table 28). The overall average **absence rate for participants** during the first two years of the Program was 8.5 and 11.1 days per year respectively. Among nonparticipants, the comparable average absence rate during the first two years of the Program was 12.5 and 11.8 respectively, (see Table 29).

While it is observed that the average annual absence rate for Program participants is lower than that for nonparticipants, there **does not** appear to be sufficient evidence to support the original hypothesis that the absence rate for participants would actually decline. The absence rate for participants declined during the first year of the Program, as hypothesized, but rose rather substantially during the second year. Just the opposite situation existed among nonparticipants where the absence rate rose during the first year and declined during the second. On the basis of this data, the evaluators conclude that at least in the short-run there is no noticeable relationship between program participation and school attendance. The evaluators further conclude that given other factors that may tend to influence school attendance, such as

Table 26

Race of Participants and Nonparticipants—1973 and 1975 and Race of 1973 Nonparticipants Who Became 1975 Participants, by Percent

	Percent of Participants		Percent of Nonparticipants		Percent of Youth Who Changed from Nonparticipants in 1973
Race	1973	1975	1973	1975	to Participants in 1975
White	40	39	70	67	64
Black	60	61	30	32	36
Other	0	0	1	1	0
Subtotal	225	211	0	0	0
Not Ascertained	6	1	0	0	0
Total Percent	100	100	100	100	100
Total Number	261	212	216	156	25

Table 27

Sex of Participants and Nonparticipants—1973 and Sex of the 1973 Nonparticipants Who Became Participants, by Percent

	Percent of Participants		Percent of Nonparticipants		Percent of Youth Who Changed from Nonparticipants in 1973
Sex	1973	1975	1973	1975	to Participants in 1975
Male	45	48	59	60	60
Female	55	52	41	40	40
Total Percent	100	100	100	100	100
Total Number	261	212	216	156	25

Table 28

Number School Days Absent, Participants and Nonparticipants First and Second Program Years

	Participant				Nonparticipant			
Days Absent by Category	Number Youth Absent First Program Year	Per-cent	Number Youth Absent Second Program Year	Per-cent	Number Youth Absent First Program Year	Per-cent	Number Youth Absent Second Program Year	Per-cent
0 - 9	118	69	96	61	81	57	30	49
10 - 19	37	21	42	26	38	26	15	25
20 - 29	9	5	14	9	18	13	10	16
30 - 39	5	3	3	2	3	2	2	3
40 - 49	1	1	2	1	1	1	4	7
50 & Over	2	1	1	1	2	1	0	0
Subtotal	172	100	158	100	143	100	61	100
Not Applicable*	0	–	25	–	0	–	93	–
Non Ascertained	15	–	4	–	13	–	2	–
Total	187	100	187	100	156	100	156	100

*These youth had not yet completed the second Program year at time of the follow-up.

Table 29

Average Number of Days Absent from School, Program Participants and Nonparticipants, Two Years Preceding Program and First and Second Program Years

	2 Year Average Preceding Program	Participants First Program Year	Participants Second Program Year	2 Year Average Preceding Program	Nonparticipants First Program Year	Nonparticipants Second Program Year
Total Number of Youth in Sample	187	187	187	156	156	156
Less Number of Youth for Whom Attendance information is not available	10	15	9	8	10	13
Adjusted Number of Youth	177	172	178	148	146	143
Total Number of Days Absent	1658	1471	1979	1537	1820	1694
Average Annual Absence Rate	9.36	8.55	11.11	10.38	12.46	11.84

illness, family decisions, etc., a variable such as school attendance does not seem to be a particularly appropriate measure for examining Program impact at least in the short-run. Such a variable, however, does appear to be appropriate for inclusion with other demographic characteristics for establishing the degree of comparability among two groups. On this basis it is reasonable to conclude that there is some basic difference between the participant and nonparticipant youth who participated in the Urban 4-H Program. The youth attracted to the Program consistently demonstrated a fewer number of days absent from school per year than those youth who have not chosen to participate in the Program. For those who may wish to analyze the attendance data in greater detail, Appendix I shows school attendance data by sex and race for participants and nonparticipants during the first and second years of the Program.[30] Also included is an analysis by grade completed and a comparison of participants and nonparticipants for three years before and three years after the Program started.

Summary and Discussion

The data obtained from the school records indicated a great deal of similarity between the Program participants and the randomly selected comparison group of nonparticipants. General similarities were noted in regard to age, grade, family income, family size, number of younger brothers and sisters, mobility between and within the city and among schools, and in the comparison of I.Q. test score results. Some basic differences were noted between the two groups concerning race, sex, and number of days absent from school. Such differences as were observed most often were not extreme and it therefore may be concluded from the comparison that the participant group is fairly representative of the general student population in the school area and designated program area for the grade and age levels considered. As a result, it seems reasonable to conclude that findings and observations made about participants in the Urban Program can be generalized to at least the larger youth population in the area.

At the outset of the Program, 75 percent of the participants and 85 percent of the nonparticipants were in the age category 9-12 years. This was the primary age population for which the

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[30] See Appendix I, pp. 171-177, for further comparative information concerning school attendance.

Program was intended. After the Program operated for two years, 48 percent of the participants were 13 or more years of age. Thus, some change in acceptable age categories and in program content may be needed for future programs of this kind.

The Urban 4-H Program seems to have had positive effects on the youth who participated in it and, for the most part, they were youth with the intended low-income, urban, inner-city characteristics. Very few of the youth who entered the Program appear to have dropped out of it voluntarily. Thus, it must be concluded that **the Program was productive of more satisfactions for them than were obtainable from alternative uses of their time and energies.**

The data presented in this chapter, then, provide support for the possibility that the Urban 4-H Program could be a significantly important means of increasing 4-H participation among non-traditional clients in urban, inner-city areas. In the next chapter we present data useful for illuminating some of the details of the Program's operations: how the participants initially became involved in the Program; the types and extent of satisfaction obtained from participation; and, how satisfaction levels might have been increased. In other words since the Program appears to have been attractive to the participants, it is important to gauge **why** it was attractive.

Chapter IV

THE PARTICIPANTS AT TWO POINTS IN TIME

In the previous chapter, we compared samples of Program participants and nonparticipants using data available from official school records. In this chapter, we examine data obtained directly from a sample of participants. Since different sampling and data collection methods are used in this phase of the evaluation, care must be taken to distinguish between the two sources of data and methods used to obtain them.

In order to get a first hand picture of the participants in the Program, a fairly large sample of participants was interviewed personally at two different points in time. Interviewers were hired and trained to conduct these interviews in each of the two cities.

The Sample: Its Selection and Characteristics

The participants in the Urban 4-H Program were basically distinguished by three different kinds of affiliations: "regular clubs" (i.e., the members met on a regular basis for an indefinite period of time); "special interest" groups (i.e., the members met for a specific purpose for a limited time period); and, "both" (i.e., the members met **both** with "regular" clubs and "special interest" groups). Since evaluation resources were limited, it was decided to randomly select for study 50 participants from each of the three kinds of affiliations in each of the two cities for a total study sample of 300 participants. Because of variations in enrollments between groups in the two cities, as shown in Table 30, the "special interest" and "both" groups of participants were somewhat over-represented in the Charleston sample. Nonetheless, it is felt that the sampling method used is appropriate to provide a balanced reaction to the program from participants with different types of affiliations.

As shown in Table 31, 264 of the anticipated 300 interviews were actually conducted during December 1974 and January

Table 30

Total Participants and Sample, by City and Type of Urban 4-H Affiliation, 1974-75

	Charleston		Huntington	
Type of Affiliation	Actual Number	Sample Number	Actual Number	Sample Number
Regular	90	50	103	50
Special	300	50	155	50
Both	101	50	69	50
Totals	491	150	327	150

Table 31

Probabilities of Participants Being Selected for Study, According to Type of Program Affiliation

Type of Affiliation	Charleston Number Interviewed	Charleston Probability of Being Interviewed*	Huntington Number Interviewed	Huntington Probability of Being Interviewed*
Regular	47	.52	41	.40
Special	36	.12	43	.28
Both	50	.50	47	.68
Totals	133	.27	131	.40

*Probability = Number interviewed ÷ Actual Number (See Table 30)

1975, with a predetermined minimum of 36 and a maximum of 50 persons interviewed from each category.[31] Data related to several key characteristics were obtained from direct interviews with youth participants and were verified by comparison to similar data obtained from school records presented in preceding chapters. Such comparisons showed close similarities between the two sets of data which leads to the conclusion that the city of residence and participant affiliation category probably did not introduce any significant biases into the 1974-75 study. The two data collection methods produced about the same general results with respect to age, race, and sex; most of the participants were 10-12 years of age; more than one-half were black; and more than one-half were female.

The participants were surveyed again in January and February 1976, to determine what, if any, program related changes had occurred since the first survey as well as to gather additional information not obtained during the initial survey. Of the 264 participants interviewed in the first study, 176 (67 percent) were found to be still active in the Program when they were reinterviewed in 1976. Of the remaining 88 original participants who were no longer actively involved with the Program, 26 were located and asked questions designed to elicit reasons why they were no longer associated with the program. Of the remaining 62 cases for which there were no follow-up interviews, the results of efforts to determine why interviews were not completed are presented in Table 32. We have no reasons for believing that these remaining youth are any different from the youth who were interviewed a second time. Thus, when we deal with these data in this chapter, we assume that they are generally representative of all the youth who entered the Urban 4-H Program, and after a year, either were still active participants or had discontinued their participation

Initial 1974-75 Interviews
(Conducted at the Conclusion of the First Year of the Program)

The fact that fairly large numbers of low-income youth were attracted to the Urban 4-H Program attests to the workability of the program concept. But further indication of this was the finding that 76 percent of the youth studied had not previously belonged to 4-H.[32]

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[31] Interview schedules designed to obtain information directly from youth participants at two points in time are included in Appendix J, pp. 178-184.

Sources of Information About the Program—Considering that a large majority of the participants had not participated in 4-H before, it was not surprising to find that these youth learned of the Program from widely diverse sources, the most important of which were program staff (33 percent), friends and neighbors (27 percent), and relatives (16 percent). The other sources included social agency personnel, school and church personnel, TV and letters. However, it would appear that recruitment would have been much less successful without the efforts of the Urban 4-H Program assistants described in Chapter 2. At the same time, whatever the specific sources of the information, the information itself struck a responsive chord among the youth who received it.

Table 32

Reasons for Nonresponse to the 1976 Follow-up Survey of Urban 4-H Participants

	City		
Reasons	Huntington	Charleston	Total
Moved from project area	15	5	20
Not at home when the interviewer called	7	0	7
Did not consider themselves as Urban 4-H participant	4	0	4
Voluntarily dropped out of Urban 4-H	1	0	1
Refused to respond	1	1	2
No reason known	7	21	28
Total	35	27	62

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[32] It should be recognized that the 4-H program has been in operation for many years in both of the cities included in this study. However, the Urban 4-H Program is the first concentrated effort to develop a 4-H program with low income, inner city youth as a specific target group. This, in part, explains both the large percentage of new 4-H participants and recognizes the fact that the 4-H program was utilized by some limited number of inner city youth in the past.

Reasons for Joining or Participating—Almost 90 percent of the youth were able to remember some reason why they were attracted to becoming participants. Again, the responses were diverse and covered the span of program activity included in Urban 4-H. However, more precise indication of the program's most attractive features was obtained when the youth were asked about the things they found that they liked best once they were in Urban 4-H. Those mentioned most often were camping (18 percent), crafts (14 percent), cooking and baking (11 percent), and sports (9 percent).

Activities and Suggested Improvements—While 78 percent of the youth reported they were unable to think of anything specific that they disliked about Urban 4-H (and very few of the others mentioned dislikes having to do with the nature of the Program or anything at all of substance), they did have a few general suggestions which they believed would have improved the Program. One was to regularize the sports activity by forming regular teams. The others were concerned with more closely relating youth interests to available 4-H project activities. Whereas some might fear the competitive consequences of regular sports teams, the latter suggestion of better matching of interests and activities would not seem to pose any particular problem, given the planning methods used by Urban 4-H.

Some of the youth reported difficulty in establishing and maintaining desirable interpersonal relations which may suggest that some improvement in its method of presentation might have been useful. Considering the socio-economic characteristics of the urban youth participants *vis a vis* those youth customarily associated with 4-H, it was surprising not to have found that this type of problem was not a great deal more severe than indicated by the 1974-75 participant data. It may be that the problems of interpersonal relationships were somewhat circumvented or ameliorated by the fact that participation in Urban 4-H tended to be a group phenomenon. That is, participants tended to bring friends or relatives into the program which probably made social interaction somewhat more secure.

Of the 264 youth interviewed in 1974-75 at the conclusion of the first program year, 179 (68 percent) reported that one or more of their regular friends also belonged to Urban 4-H. In addition, a fairly strong relationship was found between planning to remain in the Program and whether or not such regular friends also were participants. Eighty-six percent of the participants who had such friends in the Program expressed definite plans to remain in it, compared to only 70 percent of those who indicated that they did not have regular friends in the Program. Still, the relationship is far from clear since over one-half of the latter reported that the Program had helped them to make new friends.

In general, large numbers of the 264 youth studied reported that Urban 4-H had contributed to the enhancement of their social skills, measured by the fact that 75 percent said the Program had helped them make new friends; 66 percent said they acquired new knowledge as a result of their participation in Urban 4-H; and, 47 percent said experience with the Program had started their thinking about possible future career choices. It was not surprising to find, therefore, that 76 percent of the youth reported that they had plans for continuing in Urban 4-H in the future. Indeed, as it turned out, these plans were realized by most of the youth.

Follow-up 1975-76 Interviews (Conducted at the Conclusion of the Second Year of the Program)

The Activities—If Urban 4-H is judged to be a success, that outcome could not be attributed totally to a unique pinpointed program, project, or activity. The Urban 4-H program in Charleston and Huntington began as a program designed around the conventional interests of young people, much the same as most other 4-H activities are planned; and it continued in that form during the three-year time period covered by this study. The Urban Program embraced more than 25 participant or spectator skills in a variety of different forms and settings. Many of the activities and skills involved are shown in Tables 33 and 34.

Table 33

Activities the Participants Actually Tried

Activities Tried	Original Question			Follow-up		
	Number of Youth	Percent	Cumulative Percent	Number of Youth	Percent	Cumulative Percent
ARTS AND CRAFTS	84	33	33	58	36	36
Arts and Crafts	49	0	0	37	0	0
Photography	14	0	0	1	0	0
Art	10	0	0	3	0	0
Drama	6	0	0	4	0	0
Films	4	0	0	1	0	0
Music and Dance	1	0	0	8	0	0
Workshops	0	0	0	4	0	0
SPORTS	50	20	53	27	0	0
Sports	26	0	0	13	0	0
Swimming	12	0	0	6	0	0
Bike Safety—Repair	10	0	0	3	0	0
Skating	2	0	0	3	0	0
Karate	0	0	0	2	0	0
COOKING	46	18	71	24	13	68
Cooking	46	0	0	24	0	0

(Continued)

Table 33

Activities the Participants Actually Tried

	Original Question			Follow-up		
Activities Tried	Number of Youth	Percent	Cumulative Percent	Number of Youth	Percent	Cumulative Percent
CAMP	32	13	84	27	17	85
Camp	23	0	0	23	0	0
Hikes	5	0	0	0	0	0
Travel	4	0	0	4	0	0
SEWING	23	9	93	13	8	93
Sewing	23	0	0	13	0	0
SPECIAL ACTIVITIES	11	4	97	9	5	98
Games	4	0	0	4	0	0
Parties	3	0	0	4	0	0
Discussion	2	0	0	0	0	0
Meetings	2	0	0	1	0	0
MISCELLANEOUS	7	3	100	4	2	100
Money Raising	2	0	0	2	0	0
Biology	0	0	0	2	0	0
Miscellaneous	5	0	0	0	0	0
Total	253	100		162	100	

Table 34

Program Activities the Participants Said They Liked Best

	Original Question			Follow-up		
Activities Liked Best	Number of Youth	Percent	Cumulative Percent	Number of Youth	Percent	Cumulative Percent
CAMP	70	34	34	79	50	50
Camp	47	0	0	55	0	0
Travel	15	0	0	19	0	0
Hikes	8	0	0	5	0	0
ARTS AND CRAFTS	47	23	57	33	21	71
Arts and Crafts	37	0	0	20	0	0
Films	6	0	0	0	0	0
Drama	3	0	0	3	0	0
Camera Use	1	0	0	0	0	0
Music and Dance	0	0	0	5	0	0
Crochet	0	0	0	4	0	0
Art	0	0	0	1	0	0
COOKING	29	14	71	11	7	78
Cooking	29	0	0	11	0	0
SOCIAL ACTIVITIES	26	13	84	9	6	84
Parties	13	0	0	7	0	0
Games	10	0	0	0	0	0
Meetings	3	0	0	2	0	0

(Continued)

Table 34

Program Activities the Participants Said They Liked Best

Activities Liked Best	Original Question			Follow-up		
	Number of Youth	Percent	Cumulative Percent	Number of Youth	Percent	Cumulative Percent
SPORTS	23	14	94	8	5	89
Sports	23	0	0	5	0	0
Water Activities	0	13	0	2	0	0
Karate	0	0	0	1	0	0
SEWING	11	0	99	6	3	92
Sewing	11	0	0	6	0	0
MISCELLANEOUS	2	10	100	12	8	100
Miscellaneous	1	0	0	5	0	0
Money Raising	1	0	0	2	0	0
Mike-the-talking-bike	0	0	0	5	0	0
Total	208	100		158	100	

The program activities liked best by the largest numbers of participants, both initially and at the time of the follow-up study, were camps, arts and crafts, and cooking and baking; although camping and travel (limited as it was) increased in popularity rather substantially during the second time period, (see Table 34). More than likely reactions to both camping and travel were interrelated and were encountered as interesting and enjoyable new experiences among youth unlikely to experience very much of either in connection with their regular life-styles. Camping had actually never been experienced by 40 percent of the youth who were still active in the program at the time of the second round of interviews. It proved to be an enjoyable one not only for them but also for the veteran campers, as 99 percent of all the youth who participated in a camping activity said they liked it, with 94 percent saying they wanted to camp again. The youth indicated that swimming and boating, arts and crafts projects, and hiking were the three most popular activities at these camps.

The emphasis of the Urban 4-H Program did not always correspond to those activities that the participants liked best. When the participants were asked to indicate the projects that they actually tried, their responses were relatively consistent at both time periods. Arts and crafts, sports, cooking, and camping were the general activities most frequently tried, (see Table 33). Various forms of arts and crafts were listed by 54 percent of the participants as the one major project attempted during the year. However, when this is compared to activities liked most as shown in Table 34, there are marked differences in preferences among the youth. One implication that can be drawn from these data is that the staff was able to attract the youth to new and different experiences that were not their first choice when it came to actual preferences. It may be appropriate to interpret this finding as a broadening of the educational base of the youth participants, a function clearly within the Urban Program's overall objective.

Since the Urban Program planning was designed to meet the needs and desires of the urban youth, the youth were queried to determine how they felt the Program might be modified in the future to better meet their expectations and needs. Except for more emphasis on swimming and sports, preferred by about 10 percent of the respondents in each survey, there were no concentrations of responses that clearly pointed the way for appreciable program modifications, with one possible exception—knowledge and experiences relating to occupations.

For a variety of reasons, educators have stressed programs and program explanations which emphasize or at least include attention to actual and potential economic benefits for the students. Moreover, the process of education, whether formal or informal, probably heightens the natural curiosity of young people about the relationship between educational/recreational experiences and their future economic well-being. This seems to have been the case in the Urban 4-H Program spurred by the greatly different socio-economic status of the youth and the 4-H staff. The youth who were interviewed strongly suggested interest in program modifications which would have provided them with occupational information helpful for identifying their future labor market potential. For example, in response to the question, "Would you like to take field trips to places where people work to find out what they do in their job and what kind of training they went through to be prepared for their job?", 95 percent replied "yes." Considering the youths' growing interest in travel, it would be reasonable to attribute at least part of this result to the potential travel opportunity offered. However, notwithstanding the previous indicator, another response may be considered: "Would you like to have people from different occupations come to Urban 4-H meetings to talk about their jobs?" Ninety-two percent of those interviewed said "yes."

Thus, the youths' general interest in occupational or career information seems to have been quite keen and consistent with the original program goals of career awareness and job satisfaction. The specific jobs in which most participants in both surveys indicated an interest are on the average, probably indicative of choices made by youth at that age (approximately 9 to 12 years) both in the variety of jobs mentioned and lack of awareness of conditions to be met before such choices would become a reality.

During the first survey, the most frequently mentioned job choices were nurse, teacher, professional sports, doctor, work with children, 4-H leader, and policeman. Interestingly, in the follow-up survey, the most frequently mentioned choices related, at least superficially, to many of the types of experiences and activities the youth encountered during their first year in the Urban 4-H Program. The categories mentioned most frequently in the follow-up survey were teacher, 4-H leader, cook, social worker, mechanic, doctor, and dentist. All in all, a total of 48 different jobs or occupations were mentioned by the Urban youth which reflects a wide variety of interests and expectations.[33] Since the original program goals included some concentration on career awareness, and given the very positive response by the youth to activities and experiences related to such a goal, it seems appropriate to conclude that the program goal was wisely selected and should be pursued in the future. However, it is important to moderate that pursuit with some caution.

Due in part to the current and projected supplies and demands for energy sources, the United States society appears to be entering into a prolonged period of adaptation to new technological, role, and status requirements which may have little relationship with today's occupational structure. Because of this possibility, the data which suggest program modification in the direction of greater occupational specificity should be regarded with caution. What appears to be needed by youth in the future is an adequate knowledge of available occupational and career choices and the requisite personal skills to adapt from one to the other as the time and situation requires.

Social Aspects of Participation—It would be naive to conclude that the participants' allegiance to Urban 4-H can be accounted for simply by pointing to its diverse program and the data indicating that its content was not far removed from the actual and potential interests of the youth attracted to it. Clearly, the program activities were important, but other factors must also have been important. One likely possibility is the extent to which the Program activities occurred in a context of personal, friendly relationships among the participants and the extent to which more or less regular friendships could be formed within Urban 4-H or could be integrated into the Program. To illuminate this dimension of participation we inquired about several aspects of friendship relationships among participants:

First, we found that many of the participants tried to maintain their regular friendships by asking their friends to join Urban 4-H (61 percent reported having done so). Whether or not their friends actually did join in response to their invitation we unfortunately do not know precisely. But we do know that most of the youth (77 percent in the 1976 follow-up) reported that they did have regular friends in the Program. This represents a moderate increase from the answers to the same question during the first survey (71 percent). Furthermore, a moderate increase (89 percent to 94 percent) was found in the proportions reporting that they did have a regular friend or group of friends with whom they ran around. Even this increase in friendship may have been due to making new friends within Urban 4-H. A very large majority (90 percent) reported that the Urban 4-H Program helped them to **make new friends.** Most of these findings are consistent with the conclusion that the Program was successful, at least in part, in accomplishing another of its basic goals: To increase social adjustment skills.

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[33] A complete listing of the jobs and occupations mentioned is included in Appendix K, pp. 185-187.

But while the data are consistent with the proposition that participation in Urban 4-H is associated with expansion of friendship networks for many youth, they are not proof of it. Such expansion may be a normal aging effect among people with the same characteristics as the participants. Nevertheless, the data do serve to explicate the potential significance of social relations for attracting and maintaining membership in organizations. We will mention this point again later in this chapter when we contrast the participants with the 26 youth who discontinued their involvement with the Program.

Problems Associated with Participation in Urban 4-H—Several questions were asked to determine whether or not the participants perceived any problems which hindered their Urban 4-H activity in order to identify still other conditions which could have been ameliorated to strengthen the Program. One of these questions had to do with the youths' progress in working on their projects, an activity necessarily common to all participants regardless of the specific nature of the projects.

There did not appear to be any widespread problem since 88 percent of those who replied indicated they had completed all of the necessary work for their major project. All but about 5 percent of those who completed their project did so within the time specified for its completion. A more specific question was also asked: "Did you have all the materials you needed for this project?" Virtually all, 99 percent, said that availability of materials was no problem. Thus, it may be concluded that in regard to the prompt completion of projects, Urban 4-H was without any significant problems. Even at that, however, completion of projects is an intermediate type objective and, of course, is only part of the ultimate goal of Urban 4-H. The ultimate goal is the development of the individual to his or her full potential and while project activity is an important vehicle for this purpose, so is the development of the participant's organizational role and status. We attempted to learn more about this aspect of participation by asking each youth participant, "Did you have major responsibilities in any of the clubs you belonged to this past year, like giving a speech, setting up the room for a meeting, being a group leader, etc.?" The response to this question indicated one aspect of the program with potential for substantial improvement.

Only 50 percent indicated having had such major responsibilities in the clubs or activities during the preceding year. Of the 176 participants surveyed during the follow-up, 11 percent had served as officers, six percent had given a speech, and six percent helped set up the meeting room. Of the others with major club responsibility, most served in some group leadership capacity, including group leader, song leader, game leader and leader's assistant. Improvement in this aspect of the program could probably have been accomplished without a great deal of difficulty. For example, more participants might have been asked to assume organizational positions; organizational positions could have been made more visible (e.g., 33 percent of the participants were not aware that their groups had any youth officers such as president or formal group leader, etc.); more positions could have been added to provide more opportunities for leadership; or positions could have been rotated more frequently. Changes such as these might be considered to improve future Urban 4-H human development efforts. However, a factor that should be considered by staff attempting to expand the number of youth in leadership positions is availability of transportation.

Although transportation difficulties were not severe, 18 percent of the participants reported that lack of transportation from time to time kept them from participating in Urban 4-H activities. While such difficulties need not affect project activity very much if missed activities can be made up, they would be much more bothersome for all concerned if youth on whom the group depended such as group leader, etc., were occasionally and unpredictably absent.

Participants Evaluations of Urban 4-H—While we have presented some data already in this chapter which reflect the participants' overall evaluative attitudes, particularly with respect to project activity, we also obtained the benefit of responses to specific questions in order to sum up the meaning of the program to the youth in a consistent manner.

First, we found little dislike of the manner in which Urban 4-H was run. For example, only 13 percent of the participants found anything they disliked about the way their group meetings were run. Furthermore, almost all of those with such dislikes explained them in terms of the "unorganized," "noisy," "undisciplined," "interfering" conduct of other members. (Only two people identified dislikes in terms which involved the substance of the meeting). None mentioned a reaction to the leaders or leadership styles or techniques used. It is very clear from analysis of these data that the dislikes with the meetings are the inevitable consequence of the age range of the participants as well as the associated or independent differential levels of intellectual and emotional maturity. In any event, the problem probably could not have been easily remedied without the possibility of adverse consequences.

Second, most of the participants (76 percent) saw Urban 4-H as a good match between the activities they liked most and learning something new. We interpret this as evidence of the propensity of youth to be attracted by the acquisition of new knowledge and the usefulness of Urban 4-H for that purpose. We believe this positive reception of the Program stemmed from the diverse nature of the program activities and the fact of matching the activities rather closely with the participants' otherwise unmet or **undeveloped** needs and interests. Indeed, 93 percent said that they preferred to learn even more about their favorite Urban 4-H activity.

Third, whether or not the participants' judgments in this respect are accurate, only 19 percent indicated definitely that Urban 4-H was not useful for thinking about the kinds of jobs they might become interested in when they are older. (This 93 percent positive reaction is a marked change from the results of the first survey, when 44 percent held such views). Perhaps even more important as a source of cementing participants to the Program, 62 percent indicated their belief that some of the Urban 4-H activity might be helpful for jobs held later on. While some may question the introduction of economic attitudes as evidence of the success of youth development programs, it is, nevertheless, true that such attitudes are important and programs which do not provide at least some means of giving them expression are probably at a relative disadvantage.

Fourth, only 13 percent of the participants had any response at all when asked the question, "Is there anything you do not like about the Urban 4-H Program?" Such responses as were obtained failed to indicate any consistent or correctible program shortcoming, or any shortcoming not already mentioned.

Finally, at the time of the second survey, only six percent of the participants definitely planned to leave Urban 4-H in the forseeable future. Plans for leaving were attributed either to becoming too old for the existing program or known plans of the family to move to another area. Ninety-eight percent indicated their preference for the Program to continue in the future in the community of their residence.

Program Dropouts Compared to the Participants

As indicated earlier, 88 youth discontinued their participation in the Program for various reasons, primarily as a result of moving their residence from the Program area. Twenty-six of these 88 were located and interviewed on a follow-up basis.[34] Even though only 26 cases can be reported on, the data are provided primarily for any hints they might provide for program adjustments which might have made Urban 4-H a more salable program. The data from these voluntary dropouts did not, however, provide information related to strengthening the Program.

Patterns of Club Participation—When the survey of the voluntary dropouts was being designed, thought was given to the expected relationship (possibly conflicts) between membership in other clubs and membership in Urban 4-H. Was such a relationship complementary, or was it competitive? Some of the literature in the area of leadership psychology refers to the finding that those who are active in one organization tend to be active in others as well. Within limits, this would lead one to expect membership in other clubs to complement continuing Urban 4-H participation.

In viewing data about club membership prior to Urban 4-H involvement, we found some evidence of possible interorganizational competition. Sixty-five percent of those who discontinued their Program involvement belonged to other clubs. This proportion of dropouts with other club membership was somewhat higher than the corresponding proportion of youth who were still in the Program—54 percent versus 44 percent. However, since the number of dropouts was so small, we cannot place much confidence in the meaning of this difference. However, it is interesting that not one dropout explicitly mentioned other club affiliations as a reason for discontinuing Urban 4-H participation.

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[34] The interview schedule designed to obtain information directly from youth participants who voluntarily dropped out of the Program is included in Appendix L, pp. 188-190.

Reasons for Leaving the Urban 4-H Program—Those participants who discontinued their active involvement with the Program were asked, "Why did you leave the Urban 4-H Program?" As shown in Table 35, 11 of the 26 (42 percent) replied either "moved," "job," or "home responsibility." In fact, only four people (14 percent) said they "lost interest" or "did not like it." Thus, it is quite clear that very few problems existed which could have been solved to have made the Urban Program more attractive to the urban youth.

When we explicitly asked these 26 youth, "Is there anything you do not like about the Program?", **only 5 of them said "yes."** When asked to indicate what was disliked, one didn't give an answer and each of the others indicated one of the following: too few activities; disliked the kind of activities; leaders were changed too often; disliked the leaders. Therefore, the number of youth properly labeled as voluntary dropouts may be very small, as low as five percent of the total initial enrollment of 26 youth. Yet, our data about camping show an interesting difference when comparing the dropouts to those who still were participants at the time of the 1976 follow-up.

Table 35

Reasons Given for Leaving the Urban 4-H Program

Reasons	Number
Moved	7
Home responsibility	3
Thought program was discontinued	3
Lost interest	3
Lived too far away	2
Thought self was a non-member	2
Parental influence	1
Was not told of meetings	1
Job responsibility	1
Did not like it	1
Didn't know	2
Total	26

Table 36

Urban 4-H Activities Liked Most, 1974-75 Survey, 1976 Survey of Actives, and 1976 Survey of Dropouts

			Follow-up			
4-H Activities	1974-75 Survey		1976 Actives		Dropped Program	
	Number	Percent	Number	Percent	Number	Percent
Cooking & baking	37	15	23	14	2	9
Camping	30	12	34	20	3	13
Sewing	21	8	11	7	3	13
Parties	2	1	2	1	2	9
Arts & Crafts	38	15	18	11	4	19
Biking	6	2	3	2	0	0
Skating	3	1	2	1	0	0
Travel-field trips	8	3	5	3	1	4
Films and slides	4	2	0	0	0	0
Drama	5	2	4	2	1	4
Swimming	14	6	8	5	0	0
Money raising	2	1	2	1	0	0
Archery	0	0	0	0	1	4
All things	6	2	7	4	0	0
Star Gazing	2	1	0	0	0	0
Games	6	2	4	2	0	0
Sports	23	9	14	8	2	9

(Continued)

Table 36

Urban 4-H Activities Liked Most, 1974-75 Survey, 1976 Survey of Actives, and 1976 Survey of Dropouts

4-H Activities	1974-75 Survey		Follow-up			
			1976 Actives		Dropped Program	
	Number	Percent	Number	Percent	Number	Percent
Biology-Ecology	0	0	3	2	1	4
Miscellaneous	4	2	0	0	0	0
Photography	9	4	2	1	0	0
Discussions	6	2	0	0	0	0
Karate	0	0	2	1	1	4
Horseback riding	3	1	0	0	0	0
Holding office	0	0	3	1	0	0
Meetings	2	1	1	1	0	0
Hikes	8	3	6	4	1	4
Art	10	4	3	2	1	4
Music and Dance	1	1	8	5	0	0
Workshops	0	0	2	1	0	0
Subtotal	250	100	167	100	23	100
Not Applicable	5		2		2	
Not Ascertained	9		7		1	
Total	264	100	176	100	26	100

Changing Experiences, Attitudes, and Evaluations—The dropouts were much more likely than those still active in the Program to have had an Urban 4-H camping experience (58 percent versus 26 percent) even though about the same proportion had such experiences prior to Urban 4-H (about 40 percent). Interestingly, dropouts were much more likely than those still in the Program to have reported having not enjoyed the camping experience (18 percent versus one percent) and definitely not wanting to go camping again (19 percent versus two percent).

Attempts to account for these differing reactions to the camping experiences between the two groups proved to be relatively fruitless. (Table 36 compares those interviewed for the first survey in 1974-75, still active in 1976, and 1976 survey of dropouts). However, there was a noticeable difference between the two groups with respect to the type of camp attended. While about equal proportions attended both day and resident camps, the youth that were still active in the Program in 1975-76 were more likely to have attended only day camps (31 percent versus 18 percent) and the dropouts were more likely to have attended only resident camps (55 percent versus 40 percent).

Therefore, we conclude that the one significant finding of the analysis of dropouts, **though it may not be a very significant finding,** is that for some reason resident camping experiences were not attractive to some small proportion of the Charleston-Huntington Program participants.

Chapter V

THE PROGRAM STAFF

A convenient way of studying a group effort is, for many purposes, to study the extent and strength of the members' group qualities. To what extent were the goals understood, agreed on, and accepted? What problems blocked or impeded goal accomplishment? And, what resources were identified and used effectively to overcome the goal relevant problems? Answers to these and similar questions greatly facilitate the estimation of the value (i.e., efficiency) of the program effort, assuming that the goals were appropriate. The members of the group, for our purposes, were the 23 people comprising the project staff - - six state specialists and administrators, 12 field agents in Charleston and Huntington, and five program assistants in those two cities. Most of the data necessary for the goal-problem-resource action frame of reference were collected at several different times during interviews conducted by the evaluation staff between 1973 and 1976, thus permitting a longitudinal analysis to detect the effect of the passage of time.[35] These data were supplemented by the researchers observations from the inception of the Program.

Introduction of the Program

As explained in a preceding chapter, the manner of initiation of the Urban 4-H Program was the source of considerable confusion and concern among many people, particularly those who would have to accept the operational responsibility and authority for it. The actual announcement was made at a meeting of the Center's division directors without any prior discussion with several who would be most directly affected by it. Furthermore, the announcement was made in such a way that it carried the message of impending, rather fundamental, change in programming responsibility, authority, and techniques within the two counties (Cabell and Kanawha) in which the program would be conducted. Thus, the immediate effect of the introduction of the Urban Program was to precipitate a series of informal debates and conflicts which rather quickly reached a number of different levels of the Center's organization. The confusion and conflict surrounding the program announcement could have been fatal to the Program. Instead, however, these conflicts eventually worked themselves out in such a way that the new Program actually seemed to benefit from its initial problems. This resulted, to a great extent, from the amount of attention given to the Program. Details which otherwise might have gone unnoticed were discussed fully, planned with more care than usual, and then reviewed carefully by a new organizational entity—the Urban 4-H Steering Committee. This committee was formed to provide stability and guidance for the Program and, to some extent to protect against future surprises such as the initial announcement of the Program.

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[35] Interview schedules designed to obtain information directly from Extension program staff and administrators at different times are included in Appendix M, pp. 191-220.

As an outcome of much of this, the first staff interviews conducted near the beginning of the Program, revealed an encouraging degree of acceptance of the Program and its requirements.

The 1973-74 Data

Although the Urban 4-H Program was directed toward a clientele which previously had not been singled out for concentrated program attention, and which had characteristics significantly different from the regular 4-H staff and usual 4-H members, the staff was found to be basically sympathetic with the project goals and the new client group being served. Such difficulties as were observed or measured could be traced at least in part to new working arrangements necessitated by the directed use of a "team approach" to programming.[36] It will be recalled that this refers to the notion that **programming can be facilitated by placing less reliance on traditional Extension specialization and more on teams made up of staff representing several specialities.**

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[36] The "team approach" method has been utilized in other West Virginia Extension programs and is reported in their evaluations. See H. Peter Marshall and Robert W. Miller, *The Challenge of a Community Development Role for the Public University* (Morgantown, West Virginia: Office of Research and Development; West Virginia University, 1976), p. 17: and Robert W. Miller, *et al.*, *Approaches to University Extension Work With the Rural Disadvantaged* (Morgantown, West Virginia: Office of Research and Development, West Virginia University, 1972), p. 5.

To again illustrate its application, a home demonstration agent might evolve a continuing role in a youth program led by a youth agent assisted by a county agent. While the concept of the team approach was not intended to be limited to Urban 4-H, or even limited to the field programming level, it nevertheless was systematically operationalized by the Center in the two Urban 4-H communities at the start of the Urban 4-H Program. The result was some degree of uncertainity and apprehension in the minds of the program staff about the operational meaning of the team approach concept. When it was visible, this uncertainty seemed to show up in terms of professed lack of understanding of the program's goals and individual roles or working relationships.

Such goal and role uncertainty as was evident in the 1973-74 data seemingly was adequately explained as a communications problem. When the state and local staff elaborated the diminishing importance of the problem as time passed, they did so in terms of the gradually improving effectiveness of the Steering Committee, together with the continued feedback provided by the evaluation staff and the Programs' principal field coordinator, the Urban 4-H agent.

One condition which could have been the source of a much more important problem, that being the unfamiliar requirements of day-to-day relationships with inner-city, low-income youth, was avoided by the provision for the employment of Urban Program assistants, an addition to the regular, permanent youth program staff. As mentioned previously, those hired in the capacity of program assistants were selected for such work, using as a prime criteria their personal interest and dedication to working directly with low-income youth. Their organizational adaptation and integration were fairly complete in a few months except for such problems as office housing, working hours, and working relationships with some individual staff members. These matters required a longer adaptation period.

As discussed earlier, a principal problem in the early stages of the program concerned the professed inadequacy and unavailability of budgeted resources at the Program's operating level, particularly among those staff operating with some program and administrative autonomy concomitant with budget uncertainties. Both the state and the field staff maintained that it was not at all clear what amount of financial resources was actually available for equipment and operating expenditures at the operating level, nor who actually controlled their use. Reference was made to such matters as inadequate transportation for the youth participants and unavailable equipment and supplies. However, even though resolution of these problems were important to the success of the Urban 4-H Program, this state of affairs was not unique to the Urban 4-H Program. In this case, however, the Program staff, responsible for executing the Program, expressed considerable concern which was brought to the attention of the Steering Committee. This finally resulted in the dean's intervention to at least ameliorate its consequences in terms specific to the Urban Program. While the budgeting and financial issues occupied much staff time and attention and continued to be a restraint on the program's operations and potential effectiveness, during the time of the 1973-74 survey, the individual issues did not seem to be unusually severe.

All in all, after a shaky beginning, which in the end may have produced many more benefits than costs both for the project staff and the rest of the Center, the Program achieved a fairly sound foundation over the months which followed. As shown in Chapter 3, a large number of youth were attracted to the Program and stayed in it. In addition, the general programming philosophy for Urban 4-H in West Virginia also seemed to be accepted by as early as 1974. Nevertheless, the staff members were interviewed again during the winter of 1975 and early 1976 to recheck their attitudes about the Program and also to obtain answers for additional questions. Was the organization, (i.e., the Urban 4-H staff group) stronger or weaker comparing the two cities? Had the Program, which produced both satisfactions and frustrations, balanced itself out? What had become of the relationship between Urban 4-H and traditional 4-H? Based upon evidence to date, what should the future of Urban 4-H efforts be in West Virginia? These and similar questions were among those upon which the follow-up staff interviews were focused.

The 1975-76 Survey—Two Years Later

By the time the staff members were interviewed during the winter of 1975 and 1976, there was at least one key indication of project success—the rate of voluntary dropouts among the original participants was extremely low—a little less than five percent of the initial 264 enrollees. Still, it was possible for this amount of success to have been achieved by a disproportionate cost to the staff.

Goals—Of the 23 staff members interviewed on a follow-up basis, 15 (65 percent) reported that their understanding of the project's goals had increased during the first two years of the Program, and none reported a decrease. The proportions of responses were about the same for each of the three groups of staff members interviewed (state, field, program assistants). The most commonly cited reasons for the better understanding centered around open communication with the program's principal field agent and the program assistants. On a related issue, 78 percent of the staff interviewed reported that they believed that other staff members adequately understood the goals, a factor essential for a successful team effort. It may be recalled that the broad program goals initially established for the program audience groups were:

1. **Youth participants:**
   a. To develop a realistic, positive self-concept.
   b. To increase social adjustment skills.
   c. To develop awareness in career exploration appropriate for the social maturity level of the individual.
   d. To increase skills that contribute to job satisfaction (responsibility, completion of tasks, personal and time management, success in learning experiences).
2. **Leadership:**
   a. To develop teen and adult leadership.
3. **Parent or Parent Figure:**
   a. Become aware of and understand the program and be involved in learning experiences of their children as a way of enlarging community support of the program.
   b. To increase parental aspiration level for their children.

All of the staff interviewed were able to answer logically (in terms of consistency with educational norms) the open-ended question, "What is the Urban 4-H Program attempting to accomplish?" The following edited types of responses were obtained:

1. Career and leadership development (7 responses);
2. Development of positive self-image among youth (6 responses);
3. Development of programs to meet the general needs of disadvantaged inner-city youth (4 responses);
4. Work with parents and youth to improve self-concept and gain career awareness (5 responses);
5. Career and recreational awareness (1 response).

Thus, the initial program goals developed by the program staff and reviewed by the Steering Committee seem to have been well accepted and followed during the first few years of program implementation. Nineteen of the 23 staff interviewed indicated that the original goals had not changed appreciably during the initial three years of the program and had been carried out according to the originally developed program plan.

Roles—Since the project goals seemed logical, generally understood and stable, it was not surprising to find that the various staff members appeared to have been able to identify acceptable roles in the effort for themselves. Most of them also indicated the belief that their coworkers were able to do so as well. During the follow-up interviews, virtually all (19 of 23) of the staff felt they understood what their roles were at the time of the follow-up interview, compared to only 50 percent earlier in the program. The staff also indicated the feeling that nearly all of the University staff associated with the Urban 4-H Program had the ability and desire to work with the identified client group. At that time, only a few individuals felt that some of the staff probably were uncomfortable working with the client group. However, it must be kept in mind that not all of the regular staff were in direct contact with the participants. Whereas the program assistants had direct and continuous contact with participants, the roles of the other regular Extension staff members tended to center on activities intended to create appropriate educational environments within which other adults could perform the direct teaching function. That is illustrated by the staff's own brief description of their roles:

-State staff roles:

1. Provide coordination and keep people and activities within the guidelines of the program;
2. Provide general support and encouragement;
3. Have overall responsibility for the program;
4. Have responsibility for training all staff members and working on the budget.

-Field staff roles:

1. Serve on the Steering Committee and help with the program in the county;
2. Help with the workshops and provide information to other agents;
3. Coordination;
4. Train leaders and supply resource material to program assistants;
5. Help program assistants do their job;
6. Assist with administrative management and development of projects.

Only in a very few cases did staff members' descriptions refer to direct contact with clients—"attend meetings and discuss programs with those directly involved," and "work with special interest groups," for examples.

Considering that earlier in the Program some staff members expressed concern about the organizational status of the program assistants as compared to the regular county staff members, and in as much as the program assistants seemingly were carrying the bulk of the responsibility for direct involvement with the youth, it was surprising to find that a number of state and county staff (seven of 18) were still not confident, at the time of the follow-up interviews, that the program assistants' roles were clearly or sufficiently understood by all concerned. A concern, expressed by many of the staff, was a feeling that program assistants had inappropriately assumed much of the decision-making and responsibility, normally the function of the agents. This must be considered as a program weakness which could have become the source of considerable difficulty. Although our data do not bear directly on this point, it could be that the Extension county staff could have benefited from some **specific training that dealt with organizational roles and responsibilities and general management principles**, since it was the group of county staff members who ultimately had to deal with this issue.

Though similar to the goal data, the information pertaining to staff program roles does not suggest any problems of great concern as far as the overall staff is concerned. Indeed, 13 of the 18 permanent Extension staff said they looked upon their Urban 4-H work as part of their own permanent responsibility, an admission not likely to be given if they perceived substantial differences between the urban work and their other professional interests.

The Organizational Environment—While the organization of a project is a strong independent variable with respect to goal and role definition, the organizational arrangement within which the staff works is also of key importance for helping or hindering the work of the program staff after those definitions have been developed. In the case of the Urban Program, the organizational environment apparently was sufficiently flexible to allow intermediate and short term goals to emerge in operational form under the general umbrella of educational (i.e., human resource) development. Such environmental and organizational arrangements would seem to be particularly important for establishing new programs with new client groups when client needs and staff capabilities are initially uncertain.

The Urban 4-H Program in West Virginia developed as an integral part of the 4-H program of the University's Center for

Extension and Continuing Education. Organizationally, the Center is headed by a dean. The next organizational level consists of a number of state and area division administrators, some of whom are responsible for state specialists (resource people); and some of whom are responsible for area and county staff, who operate at the point of program delivery. At all levels there is a responsibility for acquiring and using information about clients' needs and reactions. Thus, there is a great need for both vertical and horizontal communications to effect sound, coordinated program planning and delivery. With regard to Urban 4-H, the staff existed in an environment characterized by a high degree of interdependence both inside and outside the University. One of the questions guiding the evaluation, therefore, was the extent to which these interrelationships, particularly within the University, were developed and how well they seemed to operate.

As discussed in Chapter II, four programming techniques were developed or refined as a program development and implementation model and used during the early years of the Urban Program. Those were an Urban 4-H planning chart, (modified PERT/Gantt), joint or coordinated program planning between state and field staff, a team approach, and a Steering or guiding Committee. In the 1975-76 follow-up interviews, we sought to ascertain the staff attitudes toward all four of these innovations as they existed at that time.

The Urban 4-H Planning Chart Technique (actually called PERT by the project staff) was felt to be a very useful planning tool by all but a very few of the staff members. Even those few indicated that they were not sufficiently familiar with PERT to judge its usefulness. For the most part, the use of the planning and charting technique was viewed favorably because of the clear indication it provided about the expectations pertaining to staff performance at various points in time. According to many of the staff, the planning chart served as a convenient tool for following the progress of the Program and for preparing reports for various individuals and groups. Most of the staff members were equally favorable with respect to the use of the other program innovations—the **team approach, joint program planning,** and the **Steering Committee.** But the **Steering Committee** concept was the one most favorably received. **All** staff members involved with the Urban Program indicated their desire to continue using the **Steering Committee.**

In the follow-up interview, staff members identified a number of specific ways that they felt the Steering Committee had been useful in planning and guiding the Urban 4-H Program effort. Included among the responses were:

1. Provides a means of developing and understanding between on-campus program staff and field staff; and it kept the project on course;
2. Handles administrative problems and brings together ideas from all levels;
3. Provides improved communication and has helped the evaluation;
4. Provides a means for handling problems at all levels;
5. Reviews progress and makes adjustments accordingly;
6. Has helped to solve problems, clarify roles, improve communication between state and field staff, and improve the functioning of the budget;
7. Has been useful in planning and implementing the program from its inception;
8. Gives support and offers assistance;
9. Keeps the program geared to its goals.

It is also important to note that frequently during the initial years of the Program, staff members were highly complementary of the leadership provided to the program by the Urban 4-H agent for the two counties. She seemingly functioned in many ways as an agent of the Steering Committee. **Thus, it would appear that all of the program innovations introduced with the Urban 4-H Program contributed importantly to the satisfaction reported by most of the staff.**

In addition, the staff also acknowledged the contribution of the program's administration. Sixteen of the 23 staff said they felt the manner in which the project was developed and presented helped to satisfy the needs of the client group. Nonetheless, five of these staff members felt some administrative alterations would have been productive in order to better accomplish the Program's goals. Among the ideas suggested were: more training for field staff, geared specifically to urban problems; more program flexibility; more supplies and equipment; and, less emphasis on fitting the youth participants into the traditional 4-H mold. These, however, hardly comprise a consistent, substantial criticism of the organization, although the suggestions are not to be disregarded.

To all appearances, therefore, the relationships and methods necessary for project success were established and nurtured in a way which probably deserves consideration for greater use in other

Extension ventures, regardless of specific client groups or program newness. However, the staff did report some remaining problems which, in their view, hindered more complete attainment of the project's goals and their own role performance and satisfaction.

The Problems Reported—Early in the project's history, an array of problems were encountered, mostly having to do with abrupt initiation of the Program. In the judgment of the evaluators, the extent of accurate communications apparently was not adequate to prevent uncertainties about such matters as project roles, available budget, and other support.

While almost all of the past problems reported were still being reported at the time of the 1975-76 interviews, the steps taken by that time seem to have greatly lessened their severity. Only two of the state staff, and none of the field staff, said that existing communication problems were serious enough to impair the Program. All of the state and field staff said administrative problems reported earlier had been at least partially solved. But care should be taken in interpreting these findings. Not all communication, administration, and resource problems were solved even though it did appear that the staff was recognizing progress and expressing mature judgment concerning the difficulties.

The most serious of the remaining problems seems to have been the lack of needed resources, participants' lack of access to convenient transportation, lack of supplies, equipment, and physical facilities, and lack of satisfactory input from volunteer leaders, and other community sources of needed financial and personnel assistance. However, the problems seem to have been most extensive in terms of what the staff identified as lack of availability and contributions of volunteer leaders. Only six of the 23 staff members (26 percent) indicated their belief that the extent of voluntary leadership was satisfactory. Nearly all of those staff members most directly involved with participants and volunteer leaders indicated difficulty in recruiting and retaining volunteer leaders.

But, merely noting the existence of the problem of the lack of adequate resources, identified by the state and field staff, is somewhat inadequate. The program assistants, those individuals on the operating edge of the program, when asked to identify additional specific resources needed to operate the program at an acceptable level, gave responses which appear to be rather modest:

1. Transportation to get to activities and events—($500/year);

2. Material that would appeal to low-income clientele and relate to their needs ($300-$400/year);
3. Material explaining the leader's duties and responsibilities to be used for recruiting;
4. Funds for workshops and petty cash;
5. Food for nutrition and cooking groups;
6. Funds for acquiring a community center when needed;
7. The budget needs revamping so that monies allocated for supplies could be channeled into other areas when not used;
8. Increase expense budget by at least 30 percent.

There is no direct evidence of actual impairment of the Urban 4-H Program, such as a high dropout rate, adverse community reaction, or prolonged symptoms of important organizational stress because of lack of resources. A majority of the staff (13 of 23) said they felt existing resources (money, staff time, materials, etc.) were adequate to operate a successful Urban 4-H Program. It is important, however, to recognize that the distribution of responses to the question of adequacy of resources was related directly to their distance from the operating program. That is to say, those who felt resources were too limited were program assistants and field staff with primary duties of carrying out the Program. Those who felt resources were adequate were state staff and field staff not directly involved with program implementation.

In order to determine the extent to which there was community involvement and commitment of community resources to the Urban Program, the staff members were asked to identify any community resources that were being incorporated into the program. Their responses indicated a wide variety of resources being committed to the program by the community. The following are examples:

1. Churches and schools are used for meeting places and school buses are used for transportation;
2. Civic organizations have made contributions in the form of time, talent, and money, e.g., U.S. Army Reserve, Charleston Women's Club, Kanawha County Board of Education;
3. Public facilities have been made available as places the youth may visit on a field trip, e.g., museums and the State Capitol building;
4. Marshall University students serve as leaders and local resource specialists, especially in the arts;
5. Area colleges, county and city recreation departments, action groups like OEO, and local funding bureaus provide resources and facilities;
6. United Camping program aids the camp activities in Charleston;
7. Local merchants donate supplies and materials.

The staff members indicated that the generally moderate amounts of community resources listed seemed to be readily available upon request when the program was explained.

In the end, the success or failure of a new program is influenced heavily by the extent to which its supporters feel it has value. Certainly their own perception of its success and their perception of community reaction are important indicators of value and success and how well new ventures can be assimilated by an organization set up for different purposes. Clearly, an important indicator of the potential success of the Urban 4-H Program is the staff's perception of its compatibility with traditional 4-H work. Next in this chapter we consider these matters further in the attempt to add to the body of evidence which should be considered in reaching a conclusion about the program.

The Staff's Overall Evaluation of Urban 4-H—The staff members were asked to indicate the extent to which they believed the Program was successful in accomplishing its objectives, using a scale from one to 10 (one indicating little success and 10 indicating total success). The results were quite favorable. Of the 18 permanent Extension staff members (the ones most likely to have the experience necessary to make the most meaningful evaluations), only one scored the program as low as four; and 13 of the 18 scored it seven or higher. The mean and median ratings were seven.

Although the patterns of ratings of overall success among the state staff and field staff were quite similar (if anything the field staff ratings were slightly higher on the average), there are some indications that the perspectives of the two groups were not totally the same. The field staff was far more likely to report having received feedback about the program from individuals and groups within the community (.5 versus .2). Therefore, it is possible that the state staff tended to evaluate the program in terms of how **effective it should have been** (based upon the original design and an ideal standard), whereas the field staff was more oriented in terms of its **actual effectiveness and reception within the two communities**. But, in general, members of both groups seemed to believe that the Urban Program had reached a rather high level of success during its operation.

To judge the compatibility of the two kinds of program thrusts, the staff was asked to answer a hypothetical question dealing with the allocation of additional future resources: "If an increase in resources was to occur for the 4-H program, should these resources be used to further the traditional 4-H program, the Urban 4-H Program, or both?" Of the 18 permanent staff, 17 thought they should be used for both kinds of programs. Only one thought that the Urban Program ought to be emphasized to a greater extent than the traditional, with new resources available. The responses give clear evidence that the staff supports urban youth considerations in future 4-H programming. The remaining question, then, was whether or not such a strategy would require substantial changes in the 4-H organization as judged by the staff in the light of their Urban 4-H experience.

A Comparison of Urban and Traditional 4-H—Most of the staff said they believed there were many more similarities than differences, considering the two kinds of programs and, moreover, such differences were not particularly substantial when taken one by one.

In identifying similarities, the staff noted that the Urban Program was built using many of the same basic goals, methods and procedures used in 4-H over the years. Included among the similarities were statements that both programs:

a) are oriented toward youth development; use similar techniques; youth gain benefits from belonging to a group.
b) use volunteer leaders; engage in camping, tours, club organizations; interest generated by club members;
c) use regular club activities and special interest activities;
d) use similar methods of recruiting youth and leaders; have similar leadership training problems;
e) need funds and materials; need approval and support of community and direction from Extension;
f) involve personal development; group structure; are task oriented; recreation; career related tasks; broad experiences of youth;
g) have similar goals; use volunteer leader concept; community involvement; reach all clientele group.

Nonetheless, various differences also were identified by the staff and many of these are cited below:

a) Lack of money for the Urban Program; urban youth lack social experience, thus making progress slower;
b) Less emphasis on formal clubs in Urban; less emphasis on extended projects in Urban; junior leaders are used more in Urban;
c) Needs of Urban youth are different, due to the difference in concepts and value systems of the two groups, plus difference in future goals and outlook on life.
d) Difference in language usage (Urban use more slang and vulgarity); at entry level, the attitude of the Urban youth toward group structure is different, but in time it becomes the same as the rural and suburban youth;

e) Some program methods are different, including methods used by volunteer leaders; the training of volunteer leaders is different;
f) The very name **Urban** separates the two;
g) Different income level - - Urban is lower;
h) Direct client contact is through an agent in traditional, but through program assistant in Urban; no organized leader; groups in Urban more short-term, activity oriented.

The major differences seemed to be: the greater informality of the Urban program; the need for program assistants for direct client contact for the Urban program; the emphasis on community rather than school orientation in Urban 4-H, thus making it a far more specific and short term program; and, the need for more financial resources per participant for successful Urban youth programming. While no one of these appears substantial by itself, when all of these differences are considered together, there is the possibility of a very substantial difference.

Successful Urban 4-H, directed at low-income, inner-city youth, is likely to end up much closer to concrete social action than the traditional programming, which, in comparison, is protected from controversy by generalities, abstractions and a future orientation. In other words, traditional 4-H is likely to reinforce widely held institutionalized values, roles, and definitions of status and position. However, Urban 4-H is much more likely to result in the identification and organization of conflict. If so, Urban 4-H could make a significant contribution to urban, democratic behavior provided that it is able to instill in the youth a sense of social interdependence and a need to resolve conflicts without damaging the social environment within which these conflicts are found.

To say the least, the demands placed on the permanent Extension staff must be expected to be different and probably greater in Urban 4-H than in regular 4-H programs. Satisfying them undoubtedly requires more and different skills, insight, and patience than is customary for 4-H in the current traditional program. If this difference actually exists at a meaningful level, it apparently has not been overtly recognized or discussed by very many of the permanent Extension staff involved in this program. Concerns that were frequently discussed among the staff were more oriented toward methods of program implementation than substance of urban or inner-city needs.

Perhaps because the differences mentioned were not seen to be as fundamental as they might actually be, 17 of the 23 staff interviewed (74 percent) thought that the urban and traditional programs ought to be integrated into a single 4-H program, although the probabilities varied by organizational level: state, .83; field, .75; and, program assistants, .60. These differences are again related inversely to the distance from the actual operating level of the Program. Similarly, 17 staff members said they thought it would be feasible to offer programs which would bring the traditional and Urban 4-H members together and 15 staff members thought that the 4-H awards and recognition system should encompass both traditional and urban groups at the same time. Again, in both instances there was some variation by organizational level, with those closest to the operating level disagreeing with those staff organizationally removed. But, while there is some tendency for those closest to the clients to see some kind of difference, the evidence of it is not decisive.

Finally, the state and field staffs were asked to identify what they considered to be two major weaknesses and two major strengths of the Urban 4-H program. These are listed below primarily for reference purposes:

Major Strengths

1. Program assistants providing direct field contact; additional funds;
2. Purpose of program; enthusiasm of staff;
3. The staff;
4. Team approach;
5. The evaluation and the staff;
6. Concentration in a defined area and the local Extension leadership;
7. Strong Extension leadership;
8. Reaching the previously unreached and the development of each individual's potential;
9. Program assistants, planning process (including evaluation component), and the total staff;
10. Identification with the community; the use of special interest activities; the team approach.

Major Weaknesses

1. Design is restricted to low-income population, which is discriminatory;
2. Lack of funds and volunteer leaders;
3. Lack of ability to get financial support;
4. The salary scale for program assistants;

5. Weak volunteer leadership;
6. Problems with parents and volunteer leaders; program segregated from traditional;
7. Lack of adequate volunteer leaders;
8. The newness of the program in the inner-city and lack of volunteer leaders;
9. Difficult group to work with; some resource people are reluctant to work with this group;
10. Personal relations between the county staff and total staff (i.e., insecurities, lack of commitments, etc.);
11. **Three** years is **too long** for a **pilot project**; restricted areas;
12. Lack of financial and physical resources and lack of background and experience in working with this type of clientele.

General Observations and Conclusions

1. The staff was able to assimilate the Urban Program into the organizational structure of 4-H as well as integrate many of the traditional features of 4-H into the Urban Program.
2. The staff was able to demonstrate that, in order to achieve new program goals, it was capable of successfully adopting administrative innovations such as Gantt/PERT charting, joint planning, the team approach, and the Steering Committee, into the regular administrative structure.
3. The staff was able to maintain the original goals, but it also demonstrated the flexibility to modify these goals as necessary during the initial design phases of the Program.
4. There were no significant differences between the field staff and the program assistants in their preceptions of Program operations.
5. Staff opinions and attitudes tended to vary according to distance from actual Program operations. For instance, the problem of lack of local resources was commonly cited by the field staff, but not by the state staff. Also, the percentages of staff who favored integration of the urban and traditional 4-H programs were higher among the field staff than the state staff.
6. The staff developed individual roles with which they apparently felt comfortable.
7. There was general agreement that the Program should be expanded to other cities and other areas of the state if resources were available.
8. The lack of a prompt system for administration of local resources was somewhat of a problem when requests for program materials had to be quickly implemented. Lack of

materials requested by the field staff for the youth reportedly hindered both staff initiative and youth interest in the Urban Program.

9. The Program might have been improved and the work of the field staff aided if modest additional local resources had been available for effective use at the operating level.
10. The staff members thought the Program had reached its objectives quite successfully.
11. Some problems, such as communications, administration, and resource allocation were never completely solved although they were minimized.
12. Nearly all of the staff believed that efforts should be made to combine the urban and traditional programs.

Chapter VI

THE PARENTS OF THE YOUTH

Having described and analyzed data in previous chapters about participating and nonparticipating youth and the staff of the Urban 4-H Program, we turn next to the reactions of the parents of participating youth.

Introduction

While the success or failure of a youth development program depends upon the nature and strength of many conditions, a key factor associated with the success of the traditional 4-H program has been parent involvement. The 4-H program content always has tended to correspond to the parents' social and economic status and role systems. In one sense, 4-H has performed the function of helping to work out the logic and understanding of those systems with its participants in ways that facilitate the process of youth adapting to a changing society. But, and perhaps even more important, the recruitment of volunteer program leaders from the ranks of the parents whenever possible has served as a powerful augmentation to the work of the 4-H staff.

Since Urban 4-H was aimed systematically at youth with family backgrounds likely to be somewhat different than those encountered with the more traditional 4-H efforts, and by including them as an important part of its design, this evaluation seized on an opportunity to study reactions to a 4-H program by a group of adults not previously exposed to such a program concept.

In this chapter we present both longitudinal and cross sectional data about the parents of participants, obtained from personal interviews with a stratified random sample of parents. The questions focused on matters such as these: the extent of the parents' knowledge about the Urban 4-H Program; whether they noticed any behavioral or attitudinal changes in their children during their participation in the Program; the extent to which behavioral and attitudinal changes in the youth could be attributed to the Urban 4-H Program; the parents opinions, and changes in their opinions over time, concerning the specific activities offered by the Program; and, activities or events, if any, that they would like to see added to the Program. Thus, through the parent interviews we were attempting to add further to delineation of the strengths and weaknesses of the Urban 4-H Program in Charleston and Huntington.

Sample Selection and Selected Characteristics

The youth participants in the Charleston and Huntington Urban 4-H Program were classified into one of three groups: those youth involved in typical or "regular" 4-H-type groups; those in "special interest" groups; and those involved in "both" special interest and regular groups. Since these groups comprised the populations from which the samples of youth to be interviewed were drawn, they were also used for the samples of parents. The use of similar methods and procedures of selecting samples of youth and parents was intended to add consistency and reliability to the evaluation data. While 50 youth were drawn randomly from each group to form the participants' sample, 25 parents were similarly selected from each of the three groups in the two cities to make up a sample of 150 parents. (See Table 37 for a breakdown of the parent sample by city and type of groups). It was realized from the outset that it was highly improbable that all of those parents selected for the study sample of 150 would actually be interviewed. Therefore, it was decided at the outset that a more realistic goal would be that of conducting a minimum of 100 parent interviews, a number seemingly adequate to insure acceptably reliable results.

As it turned out, 137 parent interviews were completed in December, 1974 and January, 1975, with a minimum of 18 interviews conducted in each of the preselected categories (see Table 38). These same parents were interviewed again approximately one year later (December 1975 and January 1976) to determine their reactions or changes in reactions to the program after their children had participated for at least one complete year and in many cases two years.[37]

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[37] The interview schedules designed to obtain information directly from the parents of youth participants at two different points in time are included in Appendix N, pp. 220-227.

Table 37

Total Youth Participants and Sample of Parents, by City and Type of Urban 4-H Affiliation, 1974-75

Type of Participant Affiliation	Charleston Actual Number of Youth Participants	Charleston Parents' Sample Number	Huntington Actual Number of Youth Participants	Huntington Parents' Sample Number
Regular	90	25	103	25
Special	300	25	155	25
Both	101	25	69	25
Total	491	75	327	75

Table 38

Completed Parents' Interviews, by City and Type of Youth Affiliation, 1974-75

Type of Participant Affiliation	Charleston		Huntington	
	Number Interviewed	Probability* of Being Interviewed	Number Interviewed	Probability of Being Interviewed
Regular	19	.21	18	.17
Special	27	.09	18	.12
Both	34	.34	21	.30
Total	90	.16	57	.17

*Probability = Number interviewed ÷ actual number (Table 37)

Principal Findings from Initial Interviews

Family Mobility—One of the questions of concern to the evaluators had to do with family mobility since it was anticipated that urban families, and particularly urban families in low-income areas of the inner-city, would tend to be much more mobile than the rural and suburban area families reached by the traditional 4-H program. Our "super mobility" hypothesis seemingly was borne out. Taking both cities together, the average length of time a family lived in the city was 24 years. Only 11 percent lived continuously at the same residence, however, while 70 percent indicated they had moved two or more times within the city. As a matter of fact, nearly 25 percent of the parent sample said they had moved four or more times while residing in the city.

When queried as to the reasons for past residential movement, the answers suggested two broad patterns-involuntary and voluntary movement. About 44 percent of the mobility could be categorized as involuntary, reporting movement associated with urban renewal and highway construction. Voluntary movement was occasioned by the quest for better living conditions, particularly the need for more space experienced by young growing families. Some movement, more difficult to classify this way, resulted from a change in marital status and the search for lower housing costs. The extent of these cases, however, was rather small.

The important point of these mobility data is the relatively high degree of intracity mobility, a good bit of which seemingly could not have been avoided. Undoubtedly, this extent of mobility would tend to militate against the success of organizational efforts restricted to limited geographic boundaries such as the designated area covered by the Urban 4-H Program, although the participants' data do not suggest that family mobility was a critical force with respect to program attrition.

Children's Urban 4-H Participation—Virtually all of the parents who were interviewed definitely were aware of Urban 4-H and their children's participation, thus permitting us to have some confidence in the validity of the survey data, although, as will be shown later, their state of knowledge was minimal in some instances.

A little more than half (51 percent) of the parents had two or more children in the Program, thus attesting to one aspect of the significance of social relations for voluntary organizational participation. Moreover, it can be inferred that this participation was meaningful from the response to the question, "Does your child talk about the Urban 4-H Program at home?" Fifty-three percent replied "often" and 32 percent said "sometimes." Only 13 percent answered "not very often." In only one case was it indicated that the parent was almost completely unaware of Urban 4-H. Even at that, though, 53 percent of the parents interviewed said they would prefer to have more knowledge about Urban 4-H.

Parents' Early Evaluation of Urban 4-H—The great majority, (91 percent) of the parents initially interviewed indicated that they liked the organization and activities offered by Urban 4-H. Indeed, when they were asked to propose activities for which they had stronger preferences, they usually mentioned activities which already were a part of the ongoing program. The few suggestions for truly new activities referred to such subjects as Black history, religion, and charm and grooming classes.

The parents' positive evaluation of the Program seemed to be associated with positive attitudinal and behavioral changes that many of the parents attributed to their children's Urban 4-H participation. Nearly half of the parents interviewed (49 percent) said they noticed such changes. The specific changes mentioned are shown in Table 39. Since these are the types of concerns most parents have for their children in the Program's age range, it can be inferred that a fairly large number of the parents provided fairly strong support for their children's continued participation.

Table 39

Improved Behavioral and Attitudinal Changes Reported, 1974-75

Type of Change	Number	Percentage
In play with other children	35	26
Around home	40	30
In school work	31	23
Toward brothers and sisters	21	15
Toward parents	30	22
Total	*	*

*Number total does not equal 137 and total percent does not equal 100 because more than one response was possible.

Future Urban 4-H Participation—Eighty-two percent of the parents who were interviewed during the 1974-75 survey reported that they thought their children planned to continue their Urban 4-H participation in the future. Only five percent definitely did not expect them to continue, and 12 percent said they were not sure what their children would do.

While, as noted earlier, 51 percent of the parents had two or more children participating in Urban 4-H at the time of the initial parent survey, parents also reported having additional children younger than nine years of age, a total of 116 younger children. In regard to these younger children and other children not participating at that time, virtually all of the parents expected them to join Urban 4-H in the future. This may be interpreted as a significant positive indication of the receptivity to the Program by a key group important for the future success of this kind of program.

Conclusions—Similar to the findings of the initial studies of the participants themselves and the Program staff, the principal findings of the original 1974-75 parents' survey was that Urban 4-H was considered to be a worthwhile program considering the parents' perception of its effect on the youth. Furthermore, the interview data indicated that parents were willing to attibute many of the positive behavior and attitudinal changes in their children during that time to their participation in the Urban 4-H Program. Additionally, it is probable that at least some parents wanted to become more knowledgable about Urban 4-H so they could become even more effective supporters of the program to encourage more youth from the same family to become active participants in the future. All in all, then, the first survey revealed that the Program had a good first year in the minds of the parents of the participants as well as the participants themselves and the Program staff.

Follow-up Parent Interviews, 1975-76

In order to estimate what, if any, changes occurred over time among the sample of parents interviewed in 1974-75, attempts were made to interview the same group of parents a second time in December 1975, and January 1976. Ninety-one of the 137 parents originally interviewed were reinterviewed in 1975-76. In addition, a certain amount of limited additional data were also obtained from six parents of youth who had voluntarily dropped out of the Urban 4-H Program before the time of the second survey. However, because of the small number of such parents who were contacted and the general insignificance of the voluntary dropout problem, only limited use is made of these data even when they are particularly appropriate.[38]

Parents' Income, Education and Occupation—After the participants' school records were studied carefully, it was discovered that family income data were not generally available from that source for all of the families. Accordingly, it was decided to attempt to remedy this situation during the follow-up parents' survey. Also, efforts were made to obtain information about parents' educational backgrounds and occupations. Actually, of course, these three variables are highly interrelated; but usually they are all used when available to estimate socio-economic status.

Not surprisingly, given the limited scope and special design thrust of the Urban 4-H Program, total annual family incomes of participant families proved to be comparatively low. Of the 74 parents who did supply income data, all reported receiving not more than $8,000 per year, (see Table 40). Thirty-one percent reported less than $4,000. (Four of the six parents of youth who voluntarily dropped out of the program had annual incomes of less than $7,000). This data further confirms the limited conclusions that could be drawn from the school data (see Chapter III) concerning the economic condition of the client group being served by the program.

Table 40

Total Family Annual Income, 1975-76 Survey

Income	Number	Percentage
Less than $4,000	23	31
$4,000-$6,999	25	34
$7,000-$8,000	19	26
Don't know	4	5
Welfare or U.I. benefits	3	4
Subtotal	74	100
Not ascertained	17	–
Total	91	100

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[38] The interview schedule used for parents of youth who dropped out of the program is included as Appendix O, pp. 228-231.

We were only slightly less successful in obtaining information about educational attainment and occupations from parents who were interviewed. Education and occupation data seemed to be consistent with the income data. Educational attainment data was obtained from 109 of the 137 parents in the sample (43 male and 66 female parents). Of these, 48 percent of the men and 39 percent of the women had not completed 12 years of formal schooling. Additionally, only six percent of the fathers and 14 percent of the mothers had schooling beyond the high school level.

With respect to occupations, most of the parents were employed in occupations which required less education and are thus paid relatively less income. Of the 41 men and 58 women about whom occupational data were obtained, 70 percent of the men were employed in semi-skilled, unskilled, or private household and service occupations, and 20 percent were unemployed or retired. Among the women, 93 percent were either housewives (55 percent) or private household and other service workers (38 percent).

Family Mobility—Consistent with the data about projected future mobility obtained during the first survey, the amount of family movement during the year between surveys was significant but perhaps still not great enough to have been a source of severe problems for Urban 4-H. Eighty-seven percent of the 91 cases in the follow-up parent sample reported that they had moved during the past year, but, the parents in this percentage group also said they were planning to continue to live in the area of the city where they currently reside. About half of the moves that did occur apparently occured in response to urban renewal and highway construction and half from the search for better living conditions. With respect to the future, only 13 percent of the parents reported that they were planning to move to other areas.

All in all, then, drawing together the data obtained from the initial and follow-up surveys, we conclude that in cities comparable to Charleston and Huntington, and in areas in such cities comparable to those embraced by Urban 4-H, family mobility may be a factor that could require the attention of the 4-H staff if there is a desire to develop continuity of participation among the youth. The data suggest, however, that nearly all of the mobility is within the city itself and little involves movement to locations completely away from the general urban area.

Parent Knowledge of Urban 4-H—Data from the 1973-74 survey revealed the positive relationship between parents' knowledge of Urban 4-H and their support of the Program given their demonstrated and measured agreement with the Program's goals and attitudinal and behavioral outcomes. In fact, a large proportion (55 percent) of the parents contacted during the second survey indicated that they felt they were more knowledgable about Urban 4-H at that time compared to the preceding year. Since it is obvious that such knowledge had to be obtained from their own personal experience, what they are told by their children and/or perhaps their children's friends, or the Extension staff, it is interesting to examine data which indicate the extent to which each could have been instrumental in producing such a result.[39]

Youth Participants as a Source of Parents' Knowledge—Surprisingly, there wasn't much difference between the results of the first and second surveys in the response to the question, "Does your child talk about Urban 4-H at home?" The proportion of those responding "not very often" was 13 percent in the first survey and only 15 percent in the follow-up. Moreover, when asked which program activities their children talked about most, the results of the parents' reports between the surveys were not greatly different. Those activities mentioned most frequently included camps, sewing, cooking, and arts and crafts. Thus, it would be difficult to explain the reported greater degree of Program knowledge among parents as the result of more communications between the youth participants and their parents.

Parents Participation in Urban 4-H—Although questions about the parents' participation in the Program were not included in the original 1974-75 survey because of the newness of the program, these types of questions were included in the follow-up survey one year later. While we obviously are unable in this instance to measure change, we believe the data are important in their own right since traditionally 4-H has sought to involve the youths' parents in the program activities and, moreover, the absence of parent activity would indicate a potential weakness of the traditional 4-H structure in this particular application.

Forty-three percent of the 91 parents who responded in the follow-up study reported that they had been active in Urban 4-H activities. The most frequently mentioned types of involvement were as follows: helping with camps; helping with meetings; picnics; projects; bake sales; refreshments; transportation; serving as a chaperone or group leader; and attending 4-H meetings. For the most part, those parents not active in Urban 4-H explained their inactivity in terms of conflict with other responsibilities, jobs and family. At the same time, however, **24 percent attributed their inactivity in not being asked to participate**, not really having a reason for their inactivity, or being uninformed about the Program or activities. Then too, a fairly large majority (76 percent) of those parents who weren't active in Urban 4-H indicated that **none of their friends were active in the Program either**. Thus, similar to the youth participants, parent activity may be dependent upon whether or not a particular set of conditions is met resulting in group participation as contrasted with individual participation. The matter of parent participation is of key importance since experience has shown in the traditional 4-H program that a large majority of adult 4-H volunteer leaders are parents of 4-H youths. Thus, greater involvement and participation by urban parents may resolve, at least partially, the problems associated with recruitment and retention of the volunteer leader for the Urban Program.

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[39] It is also recognized that having been interviewed previously about the program, for evaluation purposes, probably increased the parents' knowledge and sensitivity to the Program.

Parents Contact with Program Staff and Volunteer Leaders—While program staff and volunteer leaders may be important sources of information about Urban 4-H for some parents, those probably tend to be the same parents that participate in the program activities. Only 49 percent of the sample reported having had contacts with the Urban 4-H Extension staff, and an even smaller proportion, 44 percent, reported having had contacts with the volunteer leaders. But in both cases 100 percent of those who reported having had such contacts indicated that their impressions of both groups were favorable. Clearly, therefore, these groups (program staff and volunteer leaders) could have been important sources of program knowledge for the parents.

Because this condition does seem to exist, it is suggested that program staff and volunteer leaders' efforts to contact more of the parents directly could have been a valuable technique for strengthening the Program's base of support and increasing parental participation. Such contacts could have been important in their own right for the intrinsic satisfactions parents might have derived from the personal attention such contacts would have provided.

About 27 percent of the parents reported that they have other children who might be Urban 4-H participants in the future.

Since the parents in the sample appear to be favorably disposed toward the Program as it is, a small amount of extra effort among such adults would assure optimum family participation in Urban 4-H and thus might be a highly efficient means of expanding the Urban 4-H Program. Needless to say, however, such an effort by itself would be insufficient to insure the future success of the Program.

Parents' Reactions to Activities and Related Costs

Activities—With respect to the type of activities the children engaged in while participating in Urban 4-H, not much difference was found between the first and second surveys. All of the parents indicated they liked the activities and, consequently, they either could not, or felt they did not need to offer suggestions for new activities. Similarly, in response to a specific question about the Urban Program's camping experiences, 72 percent of the parents interviewed indicated that their child or children had participated in an Urban 4-H camping experience. All but one of the parents (98 percent) whose children had gone to camp were satisfied with it.

Basically, then, nearly all the parents appeared to favor continuation of the Urban Program in the form it had taken. Since the response to a camping experience was so overwhelmingly positive, it is possible that effectively offering the alternative of a camping experience for all of the participants (including the 25 percent who did not participate in camping) might produce even stronger favorable attitudes among parents and youth in the future.

Program Costs—Associated with the beginning of any new program is a question of the availability of adequate resources on the part of participants, or their families, if they are expected to pay at least part of the program costs. Parents were questioned specifically about the availability of supplies and materials and were asked if their children had been unable to participate in any activities because the activity cost more than the parents were able or willing to pay. Eighty-eight percent of the parents reported that inability to pay did not keep their children from participating in any Urban 4-H activity. Furthermore, 90 percent indicated that quantities and types of supplies and materials required for the activities had been adequate and available.

The Effect of Urban 4-H on the Youth Participant—The *purpose of any educational program is to contribute to the* development of the students' potential to verify the appropriateness of existing behavior or effectively modify that behavior in preferred directions. During the follow-up interview with parents, we attempted to obtain some indication if this condition existed just as we did in the first survey. We inquired into the parents' perceptions of what their children had learned and how their behaviors may have changed as a result of their Urban 4-H experiences.

Table 41 shows the parents' responses to the question, "What do you think your child has learned from participating in the Urban 4-H Program this year?" It is particularly important to notice the heavy emphasis of the response bearing on the learning of physical type skills or skills with things as opposed to interpersonal behavior. Whether or not their perceptions were completely accurate, of course, is debatable. They are consistent with what probably are the requirements for adult careers for the type of young people reached by the Urban 4-H Program. However, such perceptions may be inconsistent in some ways with the parents' response to the question, "What particular changes, if any, have occured within your child as a result of being in the Urban 4-H Program this year?"

As shown in Table 42, 50 percent of the parents reported that the principal changes they observed within their children had to do with improved interpersonal relationships, i.e., getting along with peers and better social development. Some of the other response categories also seem to relate to such behavioral relationships to some extent. It may be that among people in low income-urban areas a key ingredient for the development or improvement of interpersonal relationships is the display of skills relating to physical-type things. By acquiring and displaying such skills, the child then may demonstrate changes of an interpersonal and perhaps even an intellectual nature. **The possibility deserves additional research, for if the relationship was found consistently it could shed a completely different light on the function of vocational and technical training at the level of secondary education.**

Table 41

Parents' Perceptions of What Their Children Learned in Urban 4-H, 1975-76

Learning Content	Number	Percentage
Craft Skills	29	36
New skills, various	14	17
Interpersonal relations skills	11	14
Kitchen skills	9	11
Decision making	5	6
Responsibility	5	5
Photography	2	3
Swimming	1	1
Karate	1	1
Nothing at all	4	6
Total	81*	100

*The answers for this question were not ascertained for 10 people for various reasons.

Table 42

Parents' Perception of Change Among Their Children as a Result of Urban 4-H, 1975-76

Types of Changes	Number	Percentage
Better social development	19	26
Getting along with peers	18	24
Better self-development	16	22
Developed more interests	4	5
Better school attitude	4	5
Wants to stay in urban 4-H	3	4
Learned responsibility	2	3
Pride of accomplishment	2	3
More relaxed	1	1
No change noticed	5	7
Total	74*	100

*The answers to this question were not ascertained for 17 people.

In any event, the potence of Urban 4-H was made evident again by responses to the question of what changes occurred within the child as a result of being in the Urban 4-H Program. Only seven percent of the parents who responded failed to notice some attitudinal or behavioral change at all among their children as a result of the Program. Thus, a great majority of the parents were able to identify specific kinds of behavioral and/or attitudinal changes and, importantly, were able or willing to relate these changes to the Urban Program.

The Parents Look to the Future—Most of the parents indicated their belief that their children would remain in Urban 4-H in the future although the proportion declined somewhat from its level at the time of the initial survey (82 percent versus 77 percent). This was not much, if any, indication of some unmeasured program weakness. No doubt some parents were contemplating movement out of the program areas in the two cities and some youth would become too old *vis a vis* the Program's age criteria. Whatever the reasons that may have existed for not continuing in the program, there remained a large majority with expressed interest in remaining active in the program and another group (17 percent of the parent follow-up sample) who felt their children were "undecided" about further participation.

Finally, 84 percent of the parents who were interviewed (and all six of the parents of the voluntary dropouts) said they would encourage other parents to have their children join Urban 4-H in the future. The remaining 16 percent were "undecided" on the matter. But it seems significant that no parent responded negatively to the Program or to the matter of encouraging other parents to involve their children.

The parents' attitudes toward Urban 4-H were extremely positive at the time of both surveys. At both times, the detailed questions by the interviewers failed to identify any particular parts of the Program which were not received well or should have been changed. It is possible that the program staff and the parents were viewing the value of Urban 4-H differently, but nevertheless, both found it a desirable and workable program of youth development.

Chapter VII

SUMMARY, CONCLUSIONS AND DISCUSSION

As indicated in the preceding chapters, during the course of the evaluation of the West Virginia Urban 4-H Program, a large quantity of evaluative data was collected longitudinally from the principal parties affecting and affected by the Program—youth participants, program staff, parents, Extension administrators, and others. Various techniques were used to obtain the data including participant observation, examination of school and program records, development of case studies, and surveys of populations or samples of populations. Once collected, the data were carefully studied and analyzed by a multi-disciplinary research team over a time period embracing more than three years. Thus, we feel that a solid foundation is available for the principal conclusions and discussion we present in this chapter.

In brief, the Program has been judged to be quite successful and worthy of continuation and expansion by a large majority of each of the groups involved with the Program—youth participants, program staff, Extension administrators, parents, etc. Analysis of the data collected for this evaluation effort indicates that a number of factors may be linked to the success of the Program. These factors have been identified and discussed in the previous chapters of this report. To assist in gaining an overall perspective of the factors that may be considered significant to the success of the Program many of these key factors are listed here in summary form:

1. Development and use of an interorganizational **Steering Committee** as a mechanism for program planning and review.
2. Development and use of a **Program Planning Chart** to formalize developmental and implementation responsibilities and activities.
3. Use of a coordinated method of **joint program planning** involving state and field staff on a continuous basis.
4. Use of a **team approach** to program implementation involving all county staff in the two pilot cities in varying degrees.

5. Development and use of an on going **program evaluation** by a unit separate from the program unit to provide feedback information during the program and an assessment of outcomes after the program operated for a predetermined period of years.
6. Employment and use of indigenous **program assistants** to provide direct contact with youth and parents.
7. **Recruitment techniques** designed to meet the particular needs of the program and the area.
8. Use of **local program leadership** which was particularly well suited for the program and the area.
9. **Involvement of parents and youth in program planning and evaluation** in a way to enlist cooperation and support.
10. **Development of programs and activities around local youth capabilities and interests.**
11. **Organizational adaptation** so as to integrate the new program into policies and procedures of the ongoing operations of the organization.
12. Use of a slow, deliberate and thorough **time table for program development and implementation.**
13. **Availability of special funding** to develop and initiate the program.
14. **Relaxation of age criteria** for youth participation in the program.
15. Existence of a **cooperative and enthusiastic program staff** dedicated to the development of a successful program for low income inner-city youth.

Principal Conclusions

In each of the two cities the program attracted and retained a suitably large number of youth participants with the predetermined personal characteristics required for participation (i.e., low-income, inner-city youth between nine and 13 years of age). The almost negligable attrition can be largely explained by the youths natural aging during the period relative to program eligibility criteria and their parents' residential mobility. Once underway, the program staff (regular Extension staff), augmented by paid program assistants, who were recruited primarily from the program sites, were able to identify comfortable roles for themselves. Both the youth participants and their parents found the Program to be appealing and productive for the youth participants.

The Program was not only a success with respect to the positive way it affected the youth, parents, and staff, but was also successful in demonstrating the potential of 4-H in identifying and providing services to previously unserved Urban, inner-city youth client markets using fairly traditional 4-H programs and methods.

Comparisons of samples of participant and nonparticipant youth revealed that the only primary difference between them was that one group was reached by the Program's promotion and recruitment activity and the other group was not. This, coupled with the absence of indication that the Program sites in the two cities were unique compared to other low-income, inner-city sites, suggested that the potential of Urban 4-H activity along the lines of the programming model employed in Huntington and Charleston is limited primarily by the size of the youth population, the Extension staff's desires to reach such youth, and the availability of relatively modest additional dollar resources necessary to employ the crucially important indigenous program assistants. While other dollar resources were made available and used for the Program, the amounts were small and the sum probably could have been raised locally by the Program staff.

These conclusions raise an obvious question: if 4-H was successful in these two cities with only comparatively minor additions to program staff and administration adjustments, why had 4-H not emerged as a more prominent Urban program prior to this? Searching for a plausible answer to this question absorbed a considerable amount of evaluation effort which, in retrospect, might have been avoided if less concern had been directed toward the youth and their parents and more on the staff as a social-psychological unit of analysis.

The Program Model

We believe that the single most important reason for the success of the West Virginia Urban 4-H Program is associated with the program model, which was partially planned and partially emergent.

The model was composed of four parts. First, it included a relatively unique form of participation in **joint planning** among clients, and local, area and state Extension staff. Secondly, it included a philosophical deviation from the traditional methods of program planning and implementation by utilizing a **team approach** for planning and program implementation. The Program in each of the counties became the responsibility of the entire county staff with each member (county agent, home demonstration agent, 4-H agent, etc.) developing an appropriate role and linkage to the Urban Program. This provided the Program with a variety of different administrative and professional competencies. Thirdly, since it was necessary to coordinate and even control the fairly large number of staff drawn into the effort by joint planning and the team approach, it was felt necessary to use an advisory and coordinating group which is referred to as the **Steering Committee** concept which entailed joint decision making by a group consisting of program and administrative staff. The fourth part of the model consisted of formalizing and documenting the program planning and implementation decisions by developing a **Program planning chart** which was referred to as a "PERT" chart. The planning chart was used to document an explicit description of goal related activities, designation of the people who were to perform the program duties, and related time or date deadlines.[40] But, it is doubtful that merely establishing a program which ostensibly is to function along these lines would necessarily produce the same results in other situations.

The model produced a structure or mechanism within which purposive organizational change could occur with a maximum degree of guided participation among a group which had some ability to protect itself during periods of temporary confusion and failures. But while such change **could** occur, this did not guarantee that it **would** occur. For the latter, it was necessary for the staff to have the motivation to make the effort initially and, then, guided by the model, to produce results which, over time, proved to unify them into a social-psychological organization entirely in its own right. Indeed, the Urban 4-H Program staff in many respects functioned as a small scale model of the larger 4-H and Extension program within the Center with its own programming, program delivery, and administration even though those staff were also in the larger organization with respect to their "normal" work. Therefore, it seems that although Urban 4-H was operated within the Center in formal terms, in social-psychological terms it functioned separately.

Consequently, while the model was of singular importance for the success of Urban 4-H in Huntington and Charleston, the model by itself is not adequate for explaining the Program's success or guaranteeing that it can be replicated elsewhere. However, because of the model's inclusive nature and system of management, its use probably would increase the probability of successful replication. The missing ingredient, it seems, is the elusive and unpredictable **leadership** variable. Because of the complicated nature of the study of this phenomenon, the evaluation data were not entirely satisfactory for isolating the source(s) of this behavior. Nevertheless, we can say that the Program's model probably facilitated the emergence of leadership behavior more than could reasonably be expected from routine Extension programming.

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[40] To these four parts could also be added a fifth part, the inclusion of an **intensive evaluation effort** and the continuous interaction between the evaluators, their data and analysis, and the entire staff related to the Program. However, "the contribution of" the evaluation effort *per se* cannot be estimated satisfactorily with the data available.

Further evidence of the importance of the Program model is presented in the following brief case study which shows the results of what happened when a part of Urban 4-H was allowed to develop spontaneously and deviate from the model organizational milieu.

Let's Have a Camp—After an abrupt and somewhat shakey start, the Urban 4-H Program encountered a series of short-run successes, followed by a program activity which produced what appeared in the shortrun to be somewhat unfortunate results.

In 1975, one of the program assistants proposed a camping experience which would bring together youth from three different types of 4-H programs—nutrition 4-H, traditional 4-H clubs, and urban 4-H activities. Discussion of this proposal was confined to field staff, who expressed interest in the idea. Planning meetings were held among these field staff members and general plans were agreed upon verbally, but not in writing. In June of that year, the camp was held for 86 youth with six junior leaders and 12 Extension staff in attendance. Subsequently, members of the Steering Committee, including the evaluation team, learned that the camp had been held and learned that the results of the experience had been so discouraging that it was unlikely such a "combined" camp would ever again be attempted. The evaluators suggested that the camp basically involved a case of social experimentation since one of the understood but unwritten basic objectives of the camp was to determine whether or not Urban 4-H could be integrated successfully with youth from the nutrition and more traditional 4-H programs. The evaluators arranged a meeting with the staff involved with the camping experiences to discuss in detail, record, and analyze facts surrounding the camping event and their significance for any conclusion about the experience, its methods and results.

On the surface, it appeared that the camp was planned rather thoroughly. Decisions made included such matters as number of participants sought, how to publicize the event, how to finance the camp, (including subsidizing the attendance of those unable to pay all or part of the camp fees), and determination of the various camp activities to be offered. Indeed, some of the staff interviewed concluded that the camp was planned in considerably more detail than other 4-H camps, including other Urban 4-H camps. Nevertheless, the data obtained relating to the conduct of the camp revealed the development of a series of problems and attempts to solve them.

Work Assignments—Historically, 4-H camps have required campers as a part of their learning experiences to assume some of the responsibility for performing camp housekeeping chores. In this case, however, the campers, particularly Urban 4-H youth could not be motivated to do this type of work. As a consequence, the staff felt compelled to absorb such duties as sweeping porches, cleaning the dining hall, and generally picking up after the youth. In planning the camp, such deviations from normal 4-H camping behavior were unanticipated and resulted in extra work "in addition" to the regular program duties of the staff. When queried as to possible solutions for the problem, a few complained that some of the staff did not do their "fair share" of this "additional" work while others suggested the need for round-the-clock patrols by staff members, and still others indicated that more help could have been obtained from a greater number of and more effective junior leaders.

Program Activities—Learning activities during the morning hours seemed to be fairly well planned and structured. Yet, a number of youth chose not to participate in them in any systematic manner or, in a smaller number of cases, not to participate at all. Afternoon activities were planned to be relatively unstructured and, according to one staff member, "that's when the fights usually broke out." No special activities were planned for the evening hours, although formal and informal campfire activities were held and movies were shown. But the youth again came and went as they pleased and it was reported that "some of the staff took it personally when the children chose one activity over another or abandoned a choice." In retrospect, there was widespread agreement among the staff that the program activities should have been more highly structured with few different kinds of activiites made available.

Disciplinary Problems—The staff was unable to enforce a no-smoking rule, a rule commonly followed in 4-H camping. Also, one cabin was subjected to reported "considerable damage," and the youth involved agreed to pay for the loss with post-camp "car washes" and other money-making activities to be carried out by the youth responsible for the damages. (These funds were not raised later because the youths' families, all from the same inner-city neighborhood, moved to other areas). Some youth damaged ping-pong paddles and meal trays by banging them around "because they didn't have anything else to do with their hands," or "didn't know that such behavior could hurt them." One 13-year-old girl from the 4-H nutrition program carried a ball bat around most of the time which was used to threaten other children. One staff member commented that, "The fact that she was allowed to carry the baseball bat really upset a lot of the traditional kids. They were really afraid of her."

Staff response to these problems varied. Some thought that there should have been provision for more counselors and junior leaders to explain what was expected of the youth. A volunteer nurse went home because "she had brought her two young children and she didn't want them exposed to the language, fighting, and so forth." Most of the staff felt that in situations such as these, "it is sometimes necessary for someone to take control, but that person has to be an exceptional individual." One staff member put the point this way:

> "In other camps you are able to tell other people what to do. But in this camp, there wasn't anybody to tell what to do. I really had to keep myself from interfering with the directing of the camp . . . and to go along with what was planned."

Staff Evaluation of the Camp—"We wouldn't want to tackle another combined camp with that many children." Almost all staff members felt they hadn't been trained for such a camp and one of them said, "after all, it can be fearsome to be thrown into a situation in which there are no guidelines at all."[41] Several others said that the camp could have been successful if fewer youth had been in attendance:

> "I've noticed over the years that the larger the area that you have to spread the children out, the fewer the difficulties you will have . . . You can put them almost two acres apart, and they can't fight too well."

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[41] It should be noted, however, that after some reconsideration and discussion among the program staff, a combined camp was planned and conducted the following year with reported success which was much greater than with the initial combined camping effort.

Analysis of the Camping Experience

Why had a staff who had been so successful in working with Urban inner-city youth come to experience the apparent failure encountered by this camp? One is tempted to explain it in terms of the mix of the three kinds of participants. While this may have had some effect, there didn't seem to be strong direct evidence of it. Nor could the explanation be found in terms of urban youth rejection of "traditional 4-H camps," since camping was found to be a highly desirable activity during the urban youth surveys and such activities were conducted within the Urban Program without encountering serious problems. Instead, we suggest the following explanation.

First, the combined camp was a new experience for the staff and the planning activity did not employ the joint county/state program planning techniques. The camp was planned and executed with the involvement of local staff, some of whom had no previous experience with Urban 4-H. Second, the team approach to program delivery was changed by the fact that the regular full-time staff members were in direct contact with the youth whereas in the Urban Program direct contact was handled through program assistants. Although some program assistants were present at the camp, the youth may have viewed them as subordinate to the regular staff and might have refused to accept their leadership because it appeared to be "second-hand." Additionally, in the face of a deteriorating situation, no clear leadership pattern emerged, probably because there was no prearranged structure to facilitate its emergence. Finally, and of great importance in conducting any type of social experimentation was the absence of any documentation of plans or evaluative procedure for recording and analyzing the effects of methods, techniques and results generated by conducting such a learning experience.

The evaluators suggest that the experience of this particular camp clearly demonstrates the importance of utilizing the Urban 4-H model in its entirety, not only for work with urban youth but for Extension programming in general. While it may be less important for "traditional" programming, which relies on well developed expectations and role definitions among both staff and clients alike, it would seem to be particularly important whenever flexibility is required for whatever reason. In the case of the combined camp, it appeared that advance planning had proceeded as far as the planning group alone was able to carry it. While it might have been possible to carry it even further with the involvement of still others, such as the Steering Committee, no plan is likely to be sufficiently complete initially to deal with all contingencies. However, more complete joint planning might have identified the fundamental change in the application of the team approach in advance, thus permitting anticipation of difficulties and the possible need for reorganization "on the spot." As it turned out, when confronted by difficulties, the staff apparently was not prepared to make prompt adjustments. This was not because of weaknesses of the individuals involved; their vast strengths are amply documented in preceding chapters. Instead, it seems to have been due to departure from the model that inadvertantly weakened their group quality.

How Urban 4-H Could Have Been Improved

While the research we report is extremely complimentary to the Urban 4-H Program staff, there are, nevertheless, several areas in which they could have been more effective.

Efforts could have been made to involve more parents more actively in the Program. Those not involved frequently responded that they had not been asked to participate in any capacity in the Urban 4-H Program. Perhaps more resources could have been raised from local sources and done so more efficiently had greater attention been given to this method rather than attempting to obtain them from the administrative headquarters of a large Extension organization. The latter organization is devised to deal with much larger resource problems than Urban 4-H generally encountered.

More efforts could have been made by the Program staff to systematically initiate, collect and document their programming efforts. There is evidence of maintaining records and logs of many of the experiences but little, if any, of this program-type information has been developed into a form other than notes except as recorded in the evaluation. Since the initial 2-3 year period of the Urban 4-H Program was intended to be developmental with the intent to develop and test various methods and techniques for subsequent program replication in other areas, thorough documentation would be very desirable. In several important instances, the evaluation staff and the Steering Committee, encouraged the documentation of significant events. The combined camp discussed previously is one such example.

Evaluation staff and/or resources will seldom be available to support applied research of the type and extent reported herein. In the majority of cases, the data will have to be gathered and analyzed by Extension program staff themselves. It is suggested that since this task far exceeds "reporting" or "performance evaluation" activity, program staff might explore the possibility of receiving program evaluation training. Similarly, the Urban 4-H program staff might explore the possibility of obtaining additional resources to analyze and report the various program notes and materials in a form that would be useful for reference by staff in other areas.

Urban 4-H in the Future

There seems little doubt that staff in other urban areas of the state committed to the importance of greater involvement of urban youth in 4-H could achieve that goal provided that (1) the model described in this report, or one very similar to it, is followed carefully, and (2) that each staff member involved in such efforts recognizes the need for individual leadership roles and accepts the responsibility which this entails. Though the requisite leadership might be in somewhat short supply, there is still strong reason for optimistically recommending that the Urban 4-H Program be expanded to other areas within Charleston and Huntington and be considered for establishment in other urban areas in the state.

Appendix A

Original Urban 4-H Narrative Plan of Work

I. Audience: Low income—representative of designated sections of inner city. The Program is to be implemented in the cities of Charleston and Huntington.

2,100 youth
700 adults

Initial audience group—9-12 years of age, with pilot program follow-up over three years.

After participating in the initial Program, teenagers will be trained in leadership skills. They will function as a team leader corps, gradually assuming responsibility for leadership with younger boys and girls in the Urban Program.

As leadership matures in the teen leader, the participants recruited would be selected from a younger level than the initial group.

Parent or parental figures of the participants would become a part of the audience group as described in Section 2.

Adult volunteer leaders would be phased into the program as rapidly as they could be recruited, trained, supported, and involved.

II. Programs to be developed and methodology.

A. An educational program will be conducted with interested youth in the designated area. The objectives of program in relation to the respective audience groups are:

1. **Youth participants:**
    - a. To develop a realistic, positive self-concept.
    - b. To increase social adjustment skills.
    - c. To develop awareness in career exploration appropriate for the social maturity level of the individual.

   - d. To increase skills that contribute to job satisfaction (responsibility, completion of tasks, personal and time management, success in learning experiences).
2. **Leadership:** To develop teen and adult leadership.
3. **Parent or Parent Figure:**
   - a. Become aware of and understand Program, and be involved in learning experiences of their child (children) as a way of enlarging the community support of the Program.
   - b. To increase parental aspiration level of their child (children).

B. Methods

1. The agent would train the program aides.
2. Agent and program aides would recruit youth participants and leaders.
3. The program aide would train and provide program support to leaders.
4. Teen leader corps would be developed as program matures.
5. Agent would develop community understanding and support, cooperation with other agencies, and the use of special resource people in program support and program implementation roles.

III. Means of Evaluation.

Plans for evaluation of the Urban 4-H Program will be developed prior to its initiation. The ongoing evaluation will provide measurements in terms of growth and change in the youth and leaders, as well as the organization.

When evidence of attitudinal change is desired, pre- and post-tests will be given. Statistical techniques will be used when appropriate.

Both objective and subjective evaluation will be included.

The evaluation will be designed and conducted between the 4-H program staff and the Office of Research and Development.

IV. Anticipated Additional Staff.

1 Professional agent – area agent
1 Program assistant (one-half time)
5 Program aides

140 Short-term paraprofessionals
1 Secretary

The Program is to be split between Huntington and Charleston, and operate as one program—a part of 4-H. The professional agent will be an area agent and local county agents will work as a team on the respective county programs.

Proposed Budget

1 Professional agent	Salary	$11,000.00	
	Travel	1,000.00	$12,000.00
1 State 4-H Program Assistant (one-half time)	Salary	$ 5,500.00	
	Travel	1,000.00	$ 6,500.00
1 Secretary (Area Office)	Salary	$ 4,224.00	$ 4,224.00
5 Program Aides @ $2.07/hour	Salary	$ 4,308.00	$21,540.00
140 Leaders (6 hours/month @ $1.65 for 10 months)		99.00	13,860.00
Evaluation			3,400.00
Equipment and Phone			776.00
Educational Materials and Publications			4,093.00
Fringe Benefits			2,400.00
		Total	$68,793.00

Revised Urban 4-H Narrative Plan of Work

EXPLANATION OF THE DEVELOPMENT OF THE PLAN OF WORK

Discussion with B. B. Maurer, Richard Humphreys, Edmund J. Rollo, Arun Basu, Glenn Snyder, James Summers, Robert Anderson, Mildred Fizer, and Reita Marks produced the narrative plan of work with the recommendations that:

I. Urban - Sections of the city of Huntington be identified for the concentrated Program as specified on the attached sheets.

- Program responsibility be lodged with the State 4-H Unit working through the area program coordinator with the area director providing the administration of the field staff.
- That the concentrated program be considered an effort for a minimal three-year duration, with built in continuing evaluation.
- At the conclusion of three years the final evaluation will be conducted in terms of program continuity, program effectiveness, funding, and applicability to other urban areas of the state.

II. Rural Community Development - Program efforts the first year will be concentrated in the 12 counties identified earlier by area personnel:

Beckley Area
- Mercer
- Mingo

Keyser Area
- Morgan

Parkersburg Area
- Jackson
- Wood

Charleston Area
- Cabell
- Putnam

Morgantown Area
- Hancock
- Preston

Weston Area
- Pocahontas
- Randolph
- Upshur

Financial resources will be phased out of these counties at the end of the first year and additional counties will be added each succeeding year. Within a five-year span all counties should have an ongoing 4-H/Rural Community Development program.

URBAN NARRATIVE PLAN OF WORK

I. Audience: Low income - representative of designated sections of inner city.

2,100 youth
700 adults

Initial audience group - 9-12 years of age, with pilot program follow-up over three years.

The older participants would be cultivated into a teen leader corps, and gradually phased into the Program.

As leadership matures in the teen leader, the participants recruited would be selected from a younger level than the initial group.

Parent or parental figures of the participants would become a part of the audience group as described in Section 2.

Adult volunteer leaders would be phased into the program as rapidly as they could be recruited, trained, supported, and involved.

II. A. **Objectives:**

1. **Youth participants:**
   - a. To develop a realistic, positive self-concept.
   - b. To increase social adjustment skills.
   - c. To be involved in career development programs appropriate for the social maturity level.
   - d. To increase skills that contribute to job satisfaction, (responsibility, completion of tasks, personal and time management, success in learning experiences).
2. **Leadership:** To develop teen and adult leadership.
3. **Parent or Parent Figure.**
   - a. To become aware of, understand, and be involved in learning experiences of their child (children).
   - b. To increase parental aspiration level for their child (children).

B. **Methods:**

The methodology would involve first individuals, then as socialization progresses small informal groups would be formed. The small groups would mature into special interest program groups, and if desired, into organized community 4-H clubs.

1. The agent would train the program aides.
2. Agent and program aides would recruit youth participants and leaders.
3. The program aide would train and provide program support to leaders.
4. Teen leader corps would be developed as Program matures.
5. Agent would develop community understanding and support, cooperation with other agencies, and the use of special resource people in program support and program implementation roles.

III. **Evaluation:**

A. **Youth Participants:**

- Development of positive self-concept.
- Increased awareness of social system within society and how to negotiate it.
- Increase in social adjustment skills.
- Career development skills learned.
- Increase in positive attitude toward work concepts, i.e., responsibility, personal.
- Change in participant's behavior.
- Attitude toward others.

B. **Leadership:**

- Skills learned and shared with participants by:
  Adult leaders
  Teen leaders

C. **Parent or Parent Figure:**

- Knowledge of program their child (children) is involved in.
- Parent involvement.
- Aspiration level for their child.
- Attitude of parents toward program.

STAFF

Professional Agent:	Salary	$12,000.00		
	Travel	$ 1,000.00	Total	$13,000.000
1 State 4-H Program Assistant:	Salary	$ 6,000.00		
	Travel	$ 1,200.00	Total	$ 7,200.00
1 Secretary	Salary	$ 5,000.00	Total	$ 5,000.00
5 Program aides @ $2.07/hr.	Salary	$ 4,308.00	Total	$21,540.00
140 Leaders (6 hrs./mo. @ $1.65 for 10 months)		$ 99.00	Total	$13,860.00
Evaluation			Total	$ 3,400.00
Program maintenance—space, phone, equipment, materials, publications			Total	$4,793.00
			Total	$68,793.00

Appendix B

Framework for Structuring Units of Activities For the Urban 4-H Special Project

The Urban 4-H Narrative Plan of Work is programmed to involve 2,100 youth, ages nine to 12, from low-income families, and 700 adults in educational experiences. The Program will extend over a three year period. The ultimate goals are predicated on three main objectives: Youth participation, youth leadership, development and parent-youth cooperation (in youth development).

In order to implement an effective Urban 4-H Program that is based on the program objectives as stated in Urban Narrative Plan of Work, the following framework has been developed. This framework is to set forth some intents about the structure, contents, and organization of the correlated material. This does not preclude addition or eliminations of methods and project material.

Goal I Youth Participation	**Related Activities (Procedures)**	**Resources & Resource Material**
A. Develop a realistic, positive self-concept 1. Determine present self-concept. 2. Participate in educational programs designed to develop positive self-concept.	Nucleus Project - a fellowship program that will serve as the nucleus (spirit) of the Urban program. Training sessions - conducting events which will strengthen leadership techniques. Home Visits	**Human Resources & Materials** State & Area Leaders Agents, Para-Prof. Aids. Volunteer Leaders Extension, and others **Prescribed testing instruments** **Audio Aids**, Volunteers Guest youth participation

   3. Assume responsibility for aiding others in developing self-concept techniques.

B. Increase social adjustment skills.
   1. Differentiate between social practices that are helpful and those that are hinderance to public acceptance.
   2. Opportunity to practice implementation of acceptable social adjustment skills.
   3. Opportunity to practice transfer of learning.

C. Develop awareness in career exploration appropriate for the social maturity level of the individual.
   1. Engage in activities and projects which lead to knowledge about careers.
   2. Participate in on site observation.

Testing Procedures
Oral Reviews
Workshop Activities
Hobbie & Collection Activities
Observation (on site)
Role Play
Simulation Game
Recreation & Games
Club Affiliations
Committee Participation
Panel Discussions
Colloquy
Day and Resident camps
Projects work
Recognition Events

Visual aids
Models, chalkboards
Bulletin boards, slides, overhead projections, relics, exhibits, charts, maps, movies, etc. TV, radio, phonograph records, music.
Community resources (human and material).
Related concrete referents.
Project materials
Awards & Incentives

Suggested Activities for Goal III

Learning Clinic
Health Clinic
Church visit of family choice
Plan a youth-parent dinner requiring conduct.
Take advantage of programs providing knowledge about clothing construction, nutrition, good health habits, money management, and home and/or community beautification, e.g.
Engage in discussion groups or activities that can direct or redirect cultural patterns, regional practices, and individual values into acceptable channels suited to today's living.

    3. Explore career information.
    4. Perform a variety of tasks related to a variety of careers

D. Increase skills that contribute to job satisfaction (responsibility, success in learning experience, completion of tasks, personal and time management).

Goal II Develop Teen and Adult Leadership

A. Plan Youth Activities
    1. Become knowledgable of principles and steps in planning.
    2. Actually implement a program using knowledge gained.
    3. Take the leadership in teaching and implementing a project, program, tour, trip committee meeting, etc.

Goal III Parent (or parent figure) Youth Cooperation in Youth Development.

A. Cooperative Participation (adults & youth)
   1. Plan conduct social and civic event at least one each year in each community.
   2. Involve non-family members in at least one social or civic event each year.
   3. Do at least one project with total family each year.

Appendix C

Urban 4-H Program Strategies

Urban 4-H Program
Some Program Strategies
Strategy For Introducing Program At The Site

Action	By Whom	When
A. Correlation	Active agents & aides	May 1, 1973
B. Visitations	Program agent & aide(s)	June 1, 1973
C. Public Meeting(s)	Program agent (initiate)	June 15, 1973
D. Follow up visits	Paraprogram aids & part time aides	July 1, 1973
	Other Extension personnel	
	Consultants	

Methodology

The process to be followed in achieving the above prospectus shall be as follows:

1. Agents and aides working in other phases of Extension on the site will announce the advent of the Urban 4-H Project to their client groups.

2. The program agent will conduct informal meetings with key leaders of existing organizations in the community to determine interest and legitimize the 4-H Urban Project.

3. The agent and paraprofessional aides will do a walk-thru the site to meet and acquaint lay leaders, parents and youth with intents of the project.

4. The agent, in cooperation with other key leaders of programs, arranges to announce the project at one or more public gatherings.

5. Agent and aides will solicit part time aides from the sites, work with small groups; 7-15 children (preferably 11-12 years of age).

6. Conferences will be held with local elementary and junior high school principals and social workers to determine possible extent of cooperation.

Strategy For Determining The Curriculum

Action	By Whom	When
A. Planning Sessions	Project staff Steering Committee Site representatives County staff	June
B. Review of other Urban programs		
C. Consideration for feasibility of success		
D. Consideration for need and desires of community		

Methodology

The methods by which the above steps will be accomplished shall be determined as the program proceeds. The following may be included:

1. Correlation with existing programs in the sites conducted either by Extension or by other organizations, e.g., schools, recreation departments, churches, civic clubs.

2. Determination of projects feasible for Extension education.

3. Parent and youth involvement in discussion to gain commitments.

4. Youth adult sessions to plan short range goals.

5. Establishment of local advisory committee to assist with ideas and evaluation.

6. Hold joint steering and county staff curriculum sessions with community representative participation.

Strategy For Implementing The Curriculum

Action
A. Planning Sessions

Action	By Whom	When
A. Leadership roles	Program agent and Paraprofessional aides Part time aides Support of Steering Committee Support of State program leader Support of County Staffs	Sept. 1
B. Small group inter-action	Youth & part time aides	Sept. 1 arranged

C. Combined Groups inter-action	Youth & leaders Paraprofessional aides Support of program agent Support of county staffs	
D. Inservice Training	Program agent & state program leader Project staff Support of steering committee Support of county staff	arranged

Methodology

1. The program agent will assume responsibility for establishing categories of grouping, program materials resource, program directions based on attaining goal satisfaction.

2. County staff members will give consideration to implementation of Program based on their appropriate area of interest.

3. Community resources will be utilized to plan and to implement program related activities whenever possible.

4. Youth will assist in determining specific projects and take leadership responsibilities.

Strategy For Determining Time Dimension For Planning The Curriculum

Action	By Whom	When
A. Input	Program agent State Program leader Steering Committee County staff present	May 3

Consideration

1. Legitimization at site level.
2. Involvement of representation from sites.
3. Urgency of program implementation of objectives.
4. Obstacles to the acceptance of the objectives by local clientele groups.
5. Flexibility, a must.
6. Time required for local advisory committee to become oriented to the Program.

Appendix D

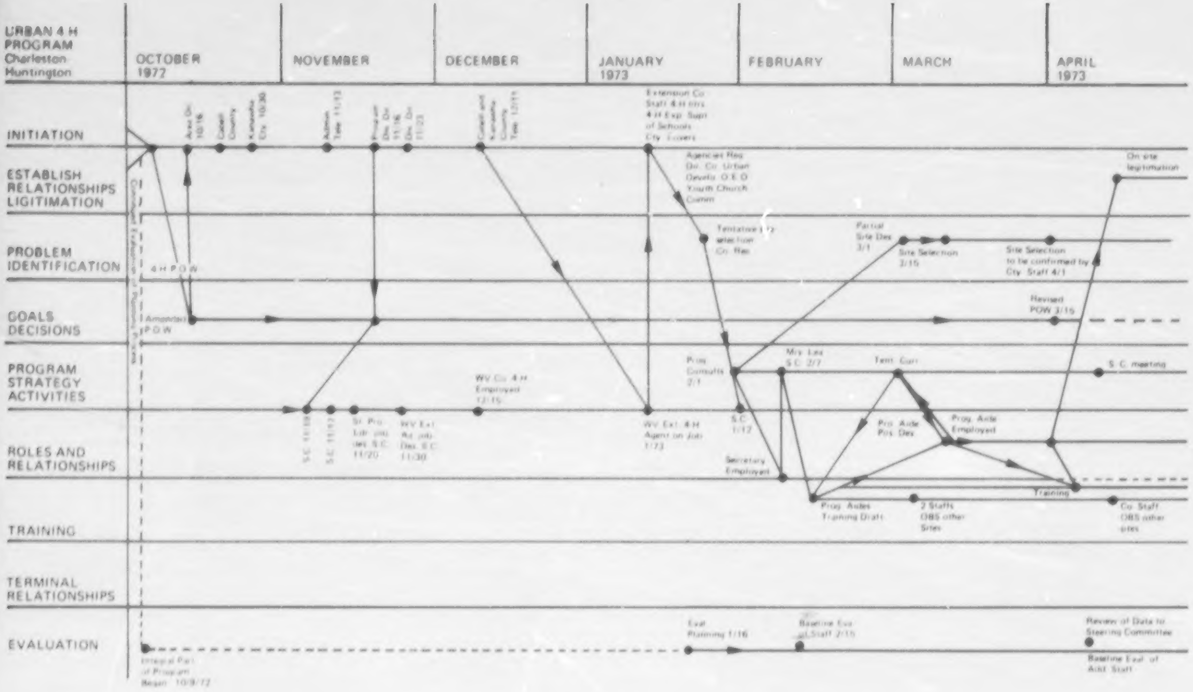
Outline of General Program Process and Design

4-H URBAN EXPANSION PROGRAM

Preliminary Discussion Draft

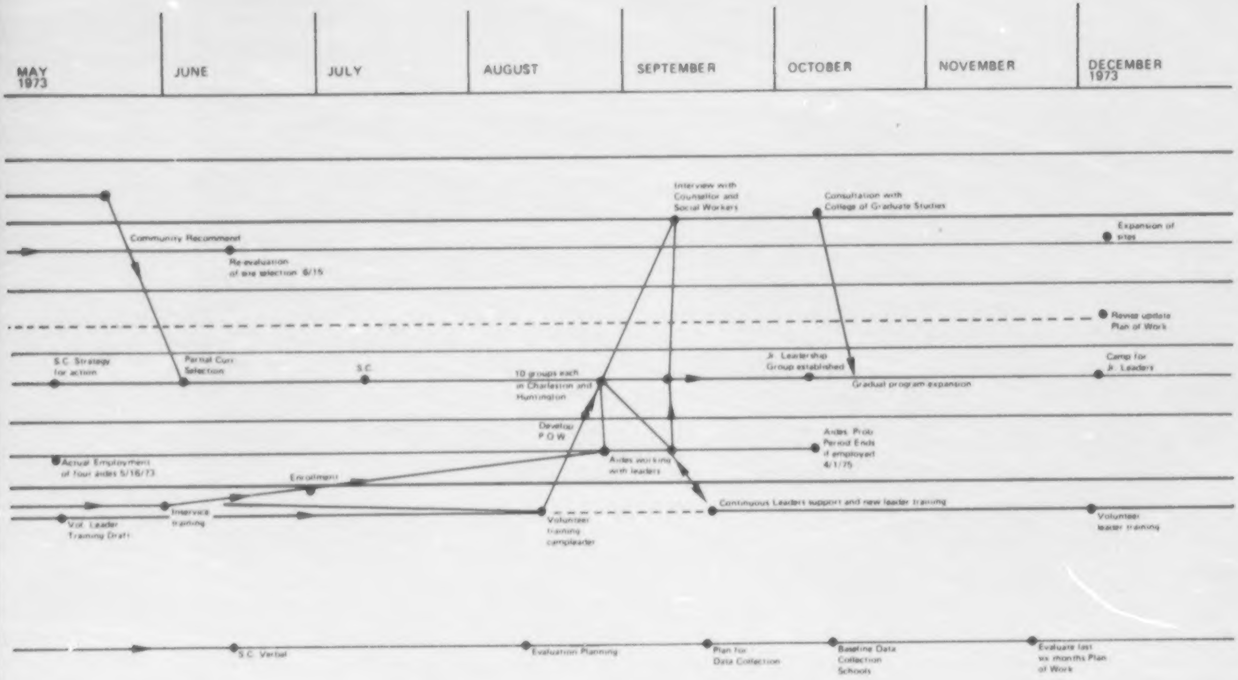
DESIGN				IMPLEMENTATION			STABILIZATION	EVALUATION
Initiation	**Establishing Relationships (Legitimization)**	**Problem Identification**	**Goals, Decisions**	**Program Strategy - Activities)**	**Role and Relationships**	**Training**	**Terminal Relationship**	**Evaluation**
Organizational USDA Program Council 4-H Unit Area County Agencies Ext. Service Committee Clientele Parents Youth Community	Organizational State Program Council 4-H Staff University Area Director Program Coordinator County Staff Program Leader Paraprofessional Other County Staff Extension Service Committee Agencies City, County, State Clientele Youth, Parents, Volunteer Leaders Public	Conceptualization (theoretical framework) Social Change - Continuity Democratic Process Organization Clientele Personal Development Research (findings, data) Site Selection Identification of needs and interests Present Situation Community Structure Community Leadership Existing Programs	Youth PO 558 Positive Staff Concept Social Adj. skills Career Awareness Job Satisfaction Volunteer Leadership Adult and teen Parent(s) Raise parental Aspiration Support Program	Strategy Educational Activities Resources Personnel Professional Para-professional Volunteer Materials Published Produced Agencies Funds	County Program Leader Para-professionals Volunteer Leaders County Staff Co.-Area-State Program Council Communication Meetings - Reports, Planning	Program Leader Para-professionals County Staff Volunteer Leaders Youth Leaders	Matured Program Components	Organization Methodology Objectives Quantative Qualitative Feedback Planning and Redirection

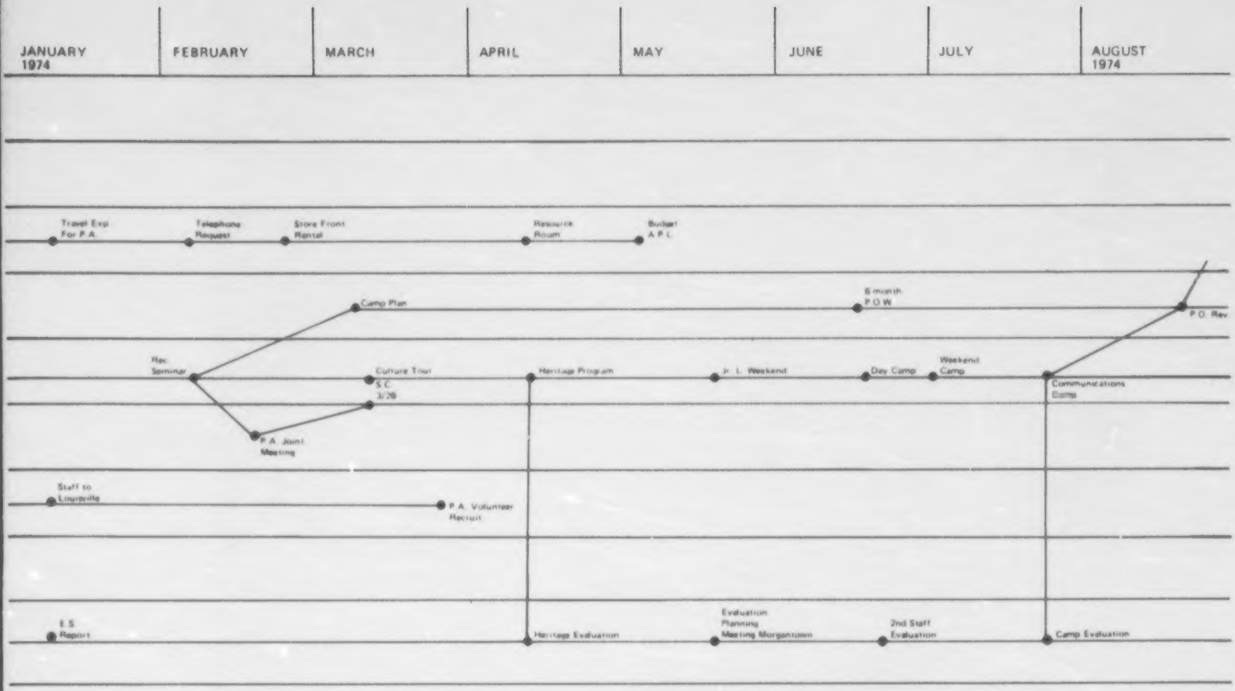
Appendix E
Modified PERT Chart

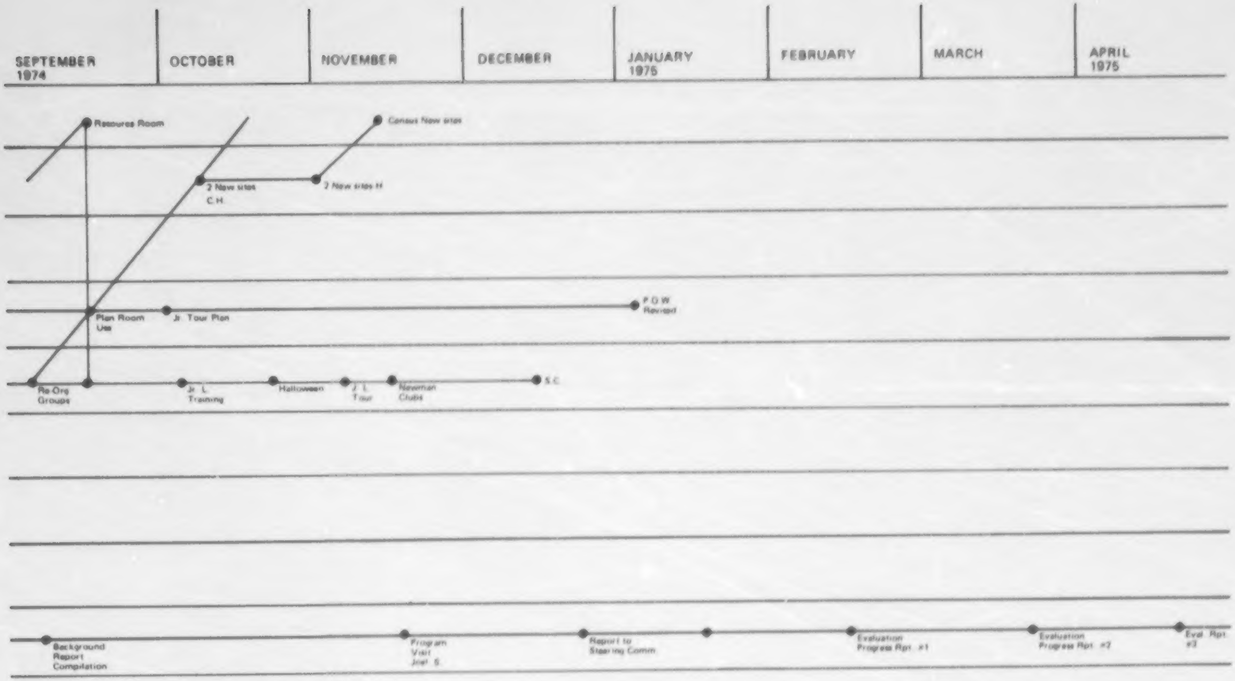


*S.C. Steering Committee
*P.A. Program Assistants

*A.P.L. Area Program Leaders
*P.O.W. Plan of Work

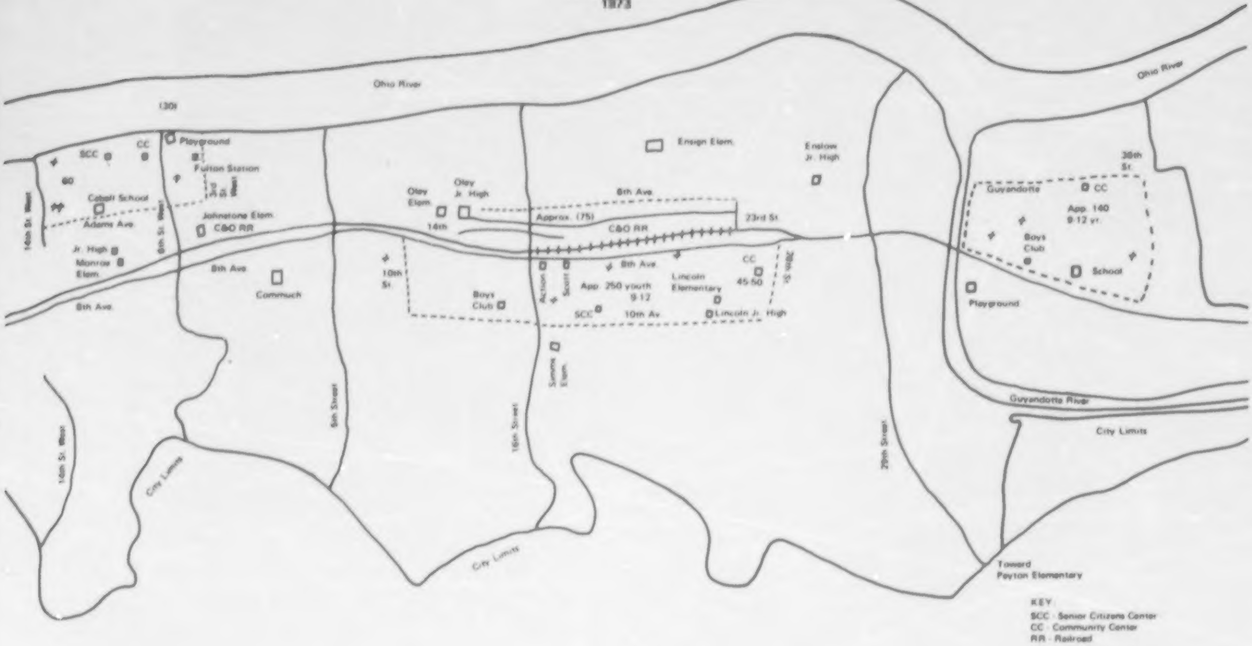

MAY 1973
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER 1973
Interview with Counsellor and Social Workers
Consultation with College of Graduate Studies
Community Recommend
Re-evaluation of site selection 6/15
Expansion of sites
Revise update Plan of Work
S.C. Strategy for action
Partial Curr Selection
S.C.
10 groups each in Charleston and Huntington
Jr. Leadership Group established
Gradual program expansion
Camp for Jr. Leaders
Develop P O W
Actual Employment of four aides 5/16/73
Aides working with leaders
Aides Prob Period Ends if employed 4/1/75
Enrollment
Inservice training
Vol. Leader Training Draft
Volunteer training campleader
Continuous Leaders support and new leader training
Volunteer leader training
S.C. Verbal
Evaluation Planning
Plan for Data Collection
Baseline Data Collection Schools
Evaluate last six months Plan of Work


JANUARY 1974
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST 1974
Travel Exp For P.A.
Telephone Request
Store Front Rental
Resource Room
Budget A.P.L.
Camp Plan
6 month P.O.W.
P.O. Rev
Rec Seminar
Culture Tour S.C. 3/28
Heritage Program
Jr. L. Weekend
Day Camp
Weekend Camp
Communications Camp
P.A. Joint Meeting
Staff to Louisville
P.A. Volunteer Recruit
E.S. Report
Heritage Evaluation
Evaluation Planning Meeting Morgantown
2nd Staff Evaluation
Camp Evaluation


SEPTEMBER 1974
OCTOBER
NOVEMBER
DECEMBER
JANUARY 1975
FEBRUARY
MARCH
APRIL 1975
Resource Room
Census New sites
2 New sites C.H.
2 New sites H
Plan Room Use
Jr. Tour Plan
P.O.W. Revised
Re-Org Groups
Jr. L. Training
Halloween
J. L. Tour
Newman Clubs
S.C.
Background Report Compilation
Program Visit Joel S.
Report to Steering Comm.
Evaluation Progress Rpt. #1
Evaluation Progress Rpt. #2
Eval. Rpt. #3

Appendix F
Site Selection Map

HUNTINGTON, WV
Urban 4-H Sites
1973


Ohio River
(30)
Playground
SCC
CC
Fulton Station
60
Cabell School
3rd St. West
Adams Ave
14th St. West
6th St. West
Johnstone Elem.
C&O RR
Jr. High
Monroe Elem.
8th Ave
Commuch
8th Ave.
Olay Elem.
Olay Jr. High
14th
10th St.
Boys Club
Approx. (75)
8th Ave
C&O RR
23rd St
Ensign Elem.
Enslow Jr. High
Action
Scott
8th Ave
App. 250 youth 9-12
Lincoln Elementary
CC 45-50
28th St.
SCC
10th Av.
Lincoln Jr. High
Simms Elem.
5th Street
16th Street
20th Street
14th St. West
City Limits
City Limits
Ohio River
30th St.
Guyandotte
CC
App. 140 9-12 yr.
Boys Club
School
Playground
Guyandotte River
City Limits
Toward Peyton Elementary
KEY
SCC - Senior Citizens Center
CC - Community Center
RR - Railroad

Appendix G
General School Information

URBAN 4-H PROJECT
General School Information

Identification No. ____________

1. Name of School ________________________________

____

2. Address of School ______________________________

____

3. School size (by grade and total enrollment)

   1. [ ] 1st grade
   2. [ ] 2nd grade
   3. [ ] 3rd grade
   4. [ ] 4th grade
   5. [ ] 5th grade
   6. [ ] 6th grade
   7. [ ] 7th grade
   8. [ ] 8th grade
   9. [ ] 9th grade
   10. [ ] Total no. in school

4. Racial Composition of School:
   1. ____________ White
   2. ____________ Black
   3. ____________ Other (Please specify)

5. Racial Composition of Teaching Staff:
   1. ________________ White
   2. ________________ Black
   3. ________________ Other (Please specify)

6. Teacher/Pupil Ratio (by grade)
   1. ____________________________ 1st grade
   2. ____________________________ 2nd grade
   3. ____________________________ 3rd grade
   4. ____________________________ 4th grade

5. ______________________________ 5th grade
6. ______________________________ 6th grade
7. ______________________________ 7th grade
8. ______________________________ 8th grade
9. ______________________________ 9th grade

7. Does School Have a Counselor or Psychologist:
    1. ☐ Counselor
    2. ☐ Psychologist
    3. ☐ Both
    4. ☐ Neither

8. Health Services Available at School:
    1. ☐ Nurses
    2. ☐ First Aid
    3. ☐ Other (Please specify) ____________________

    ____

    ____

9. Average Income Level of Families as Estimated by School Personnel:
    1. ☐ Less than $3,000
    2. ☐ $3,000 - $3,999
    3. ☐ $4,000 - $4,999
    4. ☐ $5,000 - $5,999
    5. ☐ $6,000 - $6,999
    6. ☐ $7,000 - $7,999
    7. ☐ $8,000 - over

STUDENT INFORMATION SHEET
URBAN 4-H PROJECT

762 - QB

____INT.

ID No. ______

1. Name ____

2. Present Address __________________________________

__________________________ , WV ________

3. Age in Years (Mark One)

08 09 10 11 12 13 14 15 & Over

4. Sex ______ Male ______ Female

5. Race ______ White ____ Black ____ Other (Please specify below)

____

6. Grade (Mark One) 3rd 4th 5th 6th 7th 8th 9th

7. Brothers (numbers) ____ younger ___ older

Sisters (numbers) ____ younger ___ older

Total Number of People in Family Unit ________

8. Father's Occupation ______________________________

____

9. Mother's Occupation ______________________________

____

10. Child lives with someone other than parent(s) ___Yes ___No

11. Family Monthly Income __________________

12. Participates in Free Lunch Program ____Yes ____No

13. Number of Times Moved:

a. ______ Number of times moved within the designated area.

b. ______ Number of times moved to area from out of state.

c. ______ Has not moved.

14. Number of Different Schools:

a. ______ Number of different schools attended in designated city.

b. ______ Number of different schools attended in other cities.

c. ______ Has not changed schools, except for the change involved in graduating from Elementary School to Jr. High School, Etc.

15. School Attendance Record (number of days absent grade):

____ Kindergarten
____ 1st grade
____ 2nd grade
____ 3rd grade

______ 4th grade
______ 5th grade
______ 6th grade
7th grade

______ 8th grade
______ 9th grade

16. Intelligence Test Record

______________ Date Taken
Mo. Yr.

____ CTMM _____ Other _____ Not applicable
____ Not Ascertained

Verbal: ________________
actual cat

Non-Verbal: ________________
actual cat

IQ-Score: ________________
actual cat

URBAN 4-H COPYING SHEET

ACHIEVEMENT TEST RECORD

R62 4 ______ 5 ______________ 7 __________ 2
School ID No. Pupil ID No. Card No.

Date Taken 9 __________ 11 __________ 12
Month Year

	Local Stanine	Grade Scoring	Categories
Individual			
Abilities			
Non-Verbal	13 ___	__________	______ 18
Verbal	19 ___	__________	______ 24
Lang. Studies			
Reading	25 ___	__________	______ 30
English	31 ___	__________	______ 36
Tech. Studies			
Math	37 ___	__________	______ 42
Science	43 ___	__________	______ 48
Social Studies			
The USA	49 ___	__________	______ 54
Solving Everyday Problems	55 ___	__________	______ 60
Composite			
Battery	61 ___	__________	______ 66
Total Ability	67 ___	__________	______ 72
Basic Skills	73 ___	__________	______ 78
		P or C	______ 80

Appendix H

Application for Reduced Price or Free Meals

WEST VIRGINIA DEPARTMENT OF EDUCATION
CHARLESTON, WEST VIRGINIA

APPLICATION FOR REDUCED PRICE OR FREE MEALS

Name of School ________________________ County______

I hereby make application for free meals for the student(s) listed below

Last Name	First Name	Name of School	Grade

Total Number of Persons Living in the Home ______________

Total number of children enrolled in elementary and secondary school ______________

Number of children enrolled in non-profit day care centers, Head-start programs or kindergarten ______________

Total monthly income from ALL sources______________

Does any special situation exist which makes the family expenses greater than normal? If answer is "Yes," Explain this situation:

____

I understand that signing this Application shall be a certification by me that the facts stated above are true.

____
Parent or Guardian's Signature (Adult member of family)

____
Date

Address Telephone

Application Accepted ____________________

Application Refused ____________________

Reason for Refusal ____________________

Principal's Signature Date

••

(Clip and MAIL to the Applicant)

TO: ____

Name of Applicant

Address of Applicant

Your application for ( ) free meals ( ) reduced price meals have been approved.

Your application for ( ) free meals ( ) reduced price meals has not been approved.

Reason for disapproval ____________________________
Appeal of this decision may be made to the County Superintendent of Schools at the Office of the County Board of Education.

Principal's Signature Date

Dear Parent:

Our school serves balanced and nutritious school lunches every school day. These school lunches are financed with state and federal funds provided under the authority of the National School Lunch Act. The regular price now being charged for a school lunch varies from school to school.

If parents find it difficult to pay the full price for their children's lunches, the schools can provide a reduced price lunch at 15 cents or a free lunch, depending upon the family income. In order to receive the free or reduced price school lunch, the parent must complete an application form and return it to the school. The application form is on the back of this letter. If students attend different schools an application form must be completed and returned to each school. Children receiving free or reduced price meals will be treated in the same manner as students who pay the full price.

If the School Breakfast Program is available, or should become available, at this school, this same application will be used to determine whether your child is eligible for a free or reduced price school breakfast. The same income eligibility standards will be used for the School Breakfast Program where it is available.

Students from families whose incomes are at or below the monthly incomes listed below are eligible to receive free or reduced price school meals after application is made to the school. Should you need help in filling out the application, please contact the school and assistance will be available for this purpose.

Family Size	Number of Students In School*	Monthly Gross Income For Free Meals	Monthly Gross Income For Reduced Price Meals
One	1	0 to $177	$178-$221
Two	1	0 to $232	$233-$290
Three	1-2	0 to $287	$288-$359
Four	1-3	0 to $342	$343-$427
Five	1-3	0 to $393	$394-$491
Five	4	0 to $491	
Six	1-3	0 to $444	$445-$555
Six	4-5	0 to $555	
Seven	1-3	0 to $490	$491-$621

Seven	4-6	0 to $612	
Eight	1-3	0 to $535	$536-$669
Eight	4-7	0 to $669	
Nine	1-4	0 to $577	$578-$721
Nine	5-8	0 to $721	
Ten	1-5	0 to $619	$620-$773
Ten	6-9	0 to $773	
Eleven	1-5	0 to $661	$662-$826
Eleven	6-10	0 to $826	
Twelve	1-6	0 to $702	$703-$878
Twelve	7-11	0 to $878	

For each additional family member add $42 per month to the income level.

*Include elementary and secondary school students and also children enrolled in non-profit day care centers, Headstart programs or private kindergarten.

The school may take into account unusual circumstances such as illness or death in the family, temporary disability or seasonal unemployment even though your income may be above the scale given above. In cases such as this, please state the reason for your request on your application.

The new state and county policy concerning provision of free and reduced price meals is on file at the office of your County Board of Education.

Appeal of any decision concerning eligibility for free or reduced price meals may be made to the County Superintendent of Schools.

Additional application forms for free or reduced price school meals are available at your school.

Principal's Name

Appendix I

School Attendance Data by Sex and Race for Participants and Nonparticipants During the First and Second Year of The Program

First Program Year
Nonparticipant

Days Absent by Category	Male						Female			
	White	%	Black	%	Other	%	White	%	Black	%
0 - 9	32	49	13	50	1	100	15	39	14	58
10 - 19	15	23	4	15	0	–	13	33	5	21
20 - 29	12	18	3	12	0	–	6	15	0	4
30 - 39	1	1	0	–	0	–	2	5	1	4
40 - 49	2	3	0	–	0	–	2	5	0	–
50 and over	0	–	0	–	0	–	1	3	0	–
Subtotal	62		20		1		39		20	
Not Applicable	0	–	0	–	0	–	0	–	0	–
Non Ascertained	4	6	6	23	0	–	0	–	4	17
Total	66	100	26	100	1	100	39	100	24	100

Average Number of Days Absent From School for the First and Second Years of the Program by Sex and Race of Participants and Nonparticipants

First Program Year
Nonparticipant

Days Absent by Category	Male						Female			
	White	%	Black	%	Other	%	White	%	Black	%
	Second Program Year									
0 - 9	0	–	0	–	0	–	0	–	1	4
10 - 19	0	–	0	–	0	–	0	–	0	–
20 - 29	1	2	0	–	0	–	0	–	0	–
30 - 39	0	–	0	–	0	–	0	–	0	–
40 - 49	0	–	0	–	0	–	0	–	0	–
50 and over	0	–	0	–	0	–	0	–	0	–
Subtotal	1		0		0		0		1	
Not Applicable	65	98	25	96	1	100	39	100	23	96
Non Ascertained	0	–	1	4	0	–	0	–	0	–
Total	66	100	26	100	1	100	39	100	24	100

Average Number of Days Absent From School for the First and Second Years of the Program by Sex and Race of Participants and Nonparticipants

First Program Year

Participant

Days Absent by Category	Male						Female			
	White	%	Black	%	Other	%	White	%	Black	%
0 - 9	20	61	31	60	1	100	18	53	44	66
10 - 19	6	18	9	17	0	–	11	32	13	19
20 - 29	3	9	4	8	0	–	1	3	2	3
30 - 39	2	6	0	–	0	–	2	6	0	–
40 - 49	0	–	0	–	0	–	0	3	0	–
50 and over	0	–	1	2	0	–	0	–	1	1
Subtotal	31		45				33		60	
Not Applicable	0	–	0	–	0	–	0	–	0	–
Non Ascertained	2	6	7	13	0	–	1	3	67	10
Total	33	100	52	100	1	100	34	100	67	100

Average Number od Days Absent From School for the First and Second Years of the Program by Sex and Race of Participants and Nonparticipants

First Program Year
Participant

Days Absent by Category	Male						Female			
	White	%	Black	%	Other	%	White	%	Black	%
	Second Program Year									
0 - 9	17	52	27	52	0	–	8	23	30	45
10 - 19	4	12	13	25	0	–	5	15	12	18
20 - 29	5	15	1	2	0	–	5	15	2	3
30 - 39	1	3	1	2	0	–	0	–	1	1
40 - 49	0	–	0	–	0	–	0	–	1	1
50 and over	0	–	0	–	0	–	0	–	1	1
Subtotal	27		42				18		47	
Not Applicable	4	12	8	15	1	100	16	47	16	25
Non Ascertained	2	6	2	4	0	–	0	–	4	6
Total	33	100	52	100	1	100	34	100	67	100

Number of Days Absent, by Grade

Participants

Grade	Number Youth Completing Grade	Number Youth on Whom Attendance Data Available	Number Days Absent	Average Number Days Absent	Average Difference Between Participants and Nonparticipants
1	187	169	2223	13.15	
2	187	172	1642	9.55	
3	184	172	1646	9.57	
4	179	163	1538	9.44	
5	172	163	1489	9.13	
6	155	154	1287	8.36	
7	117	113	1415	12.52	
8	71	69	938	13.59	
9	28	28	351	12.54	
Nonparticipants					
1	156	141	2073	14.70	1.55
2	156	147	1476	10.04	.49
3	156	143	3175	9.62	.05
4	156	146	1642	11.25	1.81
5	155	147	1423	9.68	.55
6	111	104	1173	11.28	2.92
7	76	72	962	13.36	.84
8	53	51	729	14.29	.82
9	0	–	–	–	–

Number School Days Absent, Participants—3 Years Before Urban 4-H and 3 Years After the Inception of the Program

	Before the Urban 4-H Program						After Inception of the Program					
Days Absent by Category	Number Youth Absent '70-'71	Per-cent	Number Youth Absent '71-'72	Per-cent	Number Youth Absent '72-'73	Per-cent	Number Youth Absent '73-'74	Per-cent	Number Youth Absent '74-'75	Per-cent	Number Youth Absent '75-'76	Per-cent
0 - 9	85	59	103	62	111	63	119	70	104	60	87	48
10 - 19	32	22	43	26	43	24	31	18	49	28	51	28
20 - 29	14	10	14	8	15	9	11	6	14	8	29	16
30 - 39	8	6	4	2	5	3	6	4	4	2	10	5
40 - 49	3	2	2	1	2	1	1	1	1	1	2	1
50 and over	1	1	1	1	0		2	1	1	1	3	2
Subtotal	143	100	167	100	176	100	170	100	173	100	182	100
Not applicable*	32		15		7		3		0		0	
Non ascertained	12		5		4		14		14		4	
School D.O.	0		0		0		0		0		1	
Total	187	100	187	100	187	100	187	100	187	100	187	100

*These youth were not of school age 3 years before the inception of the Urban 4-H Program.

Number School Days Absent, Nonparticipants Three Years Before the Program and Three Years After its Inception

	Before the Urban 4-H Program						After the Urban 4-H Program					
Days Absent by Category	Number Youth Absent '70-'71	Percent	Number Youth Absent '71-'72	Percent	Number Youth Absent '72-'73	Percent	Number Youth Absent '73-'74	Percent	Number Youth Absent '74-'75	Percent	Number Youth Absent '75-'76	Percent
0 - 9	45	45	78	53	85	57	86	59	76	52	78	55
10 - 19	38	38	43	29	41	28	41	28	38	26	34	24
20 - 29	13	13	9	6	14	10	13	9	21	15	18	13
30 - 39	2	2	10	7	5	3	2	1	4	3	10	7
40 - 49	1	1	3	2	2	1	2	1	4	3	2	1
50 and over	1	1	4	3	1	1	3	2	1	1	0	0
Subtotal	100	100	147	100	148	100	147	100	144	100	142	100
Deceased	0	0	0	0	0	0	0	0	0	0	1	0
Moved	0	0	0	0	0	0	0	0	0	0	1	0
School D.O.	0	0	0	0	0	0	0	0	0	0	2	0
Not applicable*	45		0		0		0		0		0	
Non ascertained	11		9		8		9		12		10	
Total	156	100	156	100	156	100	156	100	156	100	156	100

*These youth were not of school age three years before the inception of the Urban 4-H Program.

Appendix J

Youth Participant and Follow-Up Information Urban 4-H Program

____
Interviewer Name

Youth Participants
Urban 4-H Program

Information to be completed by Interviewer about youth

Name of Youth____

Address____

Age:______ Sex: ☐ Male ☐ Female Race: ☐ White ☐ Negro ☐ Other

Current grade in school________________

Questions to be asked of each youth by interviewer

1. Before this program started, did you ever belong to 4-H?
   ☐ Yes ☐ No
2. Do you have a regular friend or group of friends that you run around with?
   ☐ Yes ☐ No
3. Do your regular friends belong to the Urban 4-H Program?
   ☐ Yes ☐ No
4. How did you first learn that there was an Urban 4-H Program?

   ____

   ____

5. When did you decide to join the Urban 4-H Program?

6. Why did you decide to start coming to the Urban 4-H activities?

7. What things do you like most about the Program?
   1. ______________________________
   2. ______________________________

8. Has the program helped you to make new friends?
   ☐ Yes ☐ No

9. Which projects or activities did you try?

10. Which one did you like the most?

11. Did you learn something you didn't already know?
    ☐ Yes ☐ No If Yes, what:

12. Would you like to have more activities of this type?
    ☐ Yes ☐ No

13. What other activities or projects would you like to have?

14. Is there anything you do not like about the Program?
    ☐ Yes ☐ No
    If "yes", explain:

15. Has coming to Urban 4-H started you to think about kinds of jobs you might like when you are older?
☐ Yes ☐ No ☐ Uncertain

If "yes," what jobs.

____

____

16. Do you plan to stay in the Urban Program?
☐ Yes ☐ No ☐ Uncertain

17. Is there anything you would like to say about the Urban 4-H Program?

____

____

____

____
Interviewer Name

YOUTH PARTICIPANT FOLLOW-UP INFORMATION
URBAN 4-H PROGRAM

Name of Youth ______________________________

Address ______________________________

Questions to be asked of each youth by interviewer:

1. Do you have a regular friend or group of friends that you run around with?
☐ Yes ☐ No

2. Do your regular friends belong to the Urban 4-H Program?
☐ Yes ☐ No

3. Have you asked any of your friends to join the Urban 4-H Program?
☐ Yes ☐ No

4. Has the program helped you to make new friends?
☐ Yes ☐ No

5. What two things have you liked most about the Program in the last year?
   1. ______________________________
   2. ______________________________

6. What projects or activities have you tried this year?

   ____
   ____
   ____
   ____

7. Of all the activities you have participated in, which one did you like the most?

   ____
   ____

8. Concerning the one you liked the most, did you learn something you did not already know?
   ☐ Yes ☐ No
   If "yes," what new thing did you learn?
   ____
   ____

9. Would you like to learn more about that activity?
   ☐ Yes ☐ No

10. What other projects or activities would you like to have?
    ____
    ____

11. Has lack of transportation ever kept you from going to Urban 4-H activities?
    ☐ Yes ☐ No

12. Have you been on any Urban 4-H camping outings?
    ☐ Yes ☐ No

13. What type of camping outing was it?
    1. ☐ Day Camp
    2. ☐ Resident Camp (Overnight)
    3. ☐ Have been on both day camp & resident camp outings.
    4. ☐ Has not been camping
    5. ☐ Non ascertained

14. Did you enjoy the camping experience?
    ☐ Yes ☐ No

If "yes," what did you enjoy the most?

If "no", what did you dislike about it?

15. Had you ever been camping before? (Such as, with family, friends, or another organization0?
[ ] Yes [ ] No

16. Would you like to go camping again?
[ ] Yes [ ] No

17. Name one major project you did this past year: ____________

18. Did you have all the materials you needed for this project?
[ ] Yes [ ] No
If "no", what did you lack? ____________

19. Did you do all the work that needed to be done to completely finish that project?
[ ] Yes [ ] No
If "no," why? ____________
If "yes," did you complete that project in the amount of time you were given to finish it?
[ ] Yes [ ] No [ ] Was not given a time limit

20. Did you have major responsibilities in any of the clubs you belonged to this past year, like giving a speech, setting up the room for a meeting, being a group leader, etc.?
[ ] Yes [ ] No
If "yes," what was the responsibility(s)?

21. Did you learn to do any particular things in Urban 4-H that you think might be helpful in a job when you are older?
[ ] Yes [ ] No

22. Has coming to Urban 4-H helped you to think about kinds of jobs you might be interested in when you are older?

[ ] Yes [ ] No [ ] Uncertain

If "yes," what jobs?

1. ____________________

2. ____________________

23. Would you like to take field trips to places where people work to find out what they do in their job and what kind of training they went through to be prepared for their job?

[ ] Yes [ ] No

24. Would you like to have people from different occupations come to Urban 4-H meetings to talk about their jobs?

[ ] Yes [ ] No

25. When you meet as a group, do you like the way your meetings are run?

[ ] Yes [ ] No

If "yes," what do you like about it? ____________________

____

If "no," why? ____________________

____

26. Does your group have any officers? (Such as president, vice-president, etc.)

[ ] Yes [ ] No

Remarks: ____________________

____

____

27. Is there anything you do not like about the Urban 4-H Program?

[ ] Yes [ ] No

If "yes," explain:

____

____

28. Do you plan to stay in the Urban 4-H Program?

[ ] Yes [ ] No

If "no," why not?

____

____

29. Would you like for the Urban Program to be continued in your community?
[ ] Yes [ ] No

30. Is there anything else you would like to say about the Urban 4-H Program?
____
____
____
____

31. Do you belong to other clubs? (For example, girl scouts, boy scouts, school clubs, etc.)
[ ] Yes [ ] No
If "yes," what clubs?__________________________
____
____
____
____

Appendix K
Kinds of Jobs or Occupations of Possible Future Interest to Urban 4-H Youth

Kinds of Jobs or Occupations of Possible
Future Interest to Urban 4-H Youth

Job or Occupation	Original Number	Response Percentage	Follow-up Number	Response Percentage
Social Work	–	–	6	7
Nurse	21	15	–	–
4-H Leader	6	4	9	10
Veterinarian	3	2	–	–
Carpenter	–	–	3	3
Doctor Dentist	5	4	4	4
Teacher	15	11	26	28
Dietician	1	1	2	2
Work with Children	5	4	3	3
Professional Sports	–	–	6	7
Utilities	1	1	–	–
Waitress	4	3	1	1
Mechanic	2	1	5	6

Kinds of Jobs or Occupations of Possible Future Interest to Urban 4-H Youth (Continued)

Job or Occupation	Original Number	Response Percentage	Follow-up Number	Response Percentage
Artist	1	1	4	4
Electrician	2	1	3	3
Don't Know Yet	10	7	–	–
Work with People	2	1	–	–
Architect	2	1	1	1
Secretary	1	1	2	2
Hospital Work	3	2	–	–
Broadcaster	–	–	1	1
Agriculture	1	1	2	2
Life Guard	1	1	–	–
Truck Driver	3	2	–	–
Cook	3	2	8	9
Professional Sports	9	7	–	–
Gymnast	–	–	1	1
Interior Decorator	2	1	–	–
Policeman	6	4	3	3
Sales Clerk	3	2	–	–
Seamstress	4	3	1	1
Photographer	2	1	1	1
Newspaper Work	2	1	–	–

Kinds of Jobs or Occupations of Possible Future Interest to Urban 4-H Youth (Continued)

Job or Occupation	Original Number	Response Percentage	Follow-up Number	Response Percentage
Lawyer	–	–	1	1
Accountant	1	1	–	–
Gardener	3	2	–	–
Airline Hostess	2	1	–	–
Preacher	1	1	–	–
Welder	1	1	–	–
Make-Sell Crafts	1	1	–	–
Air Force	1	1	–	–
Fireman	2	1	–	–
Businessman	1	1	–	–
Scientist	1	1	–	–
Politics (BW)	3	2	–	–
Construction	1	1	–	–
Coin Collector	1	1	–	–
Subtotal	137	100	93	100
Not Applicable	113	–	72	–
Not Ascertained	12	–	11	–
Total	264	100	176	100

Appendix L

Questionnaire for Youth No Longer in the Urban 4-H Program

These questions are to be asked of the youth who are no longer in the Urban 4-H Program

Name of Youth ____

Address ____

1. When did you join the Urban 4-H Program?

   _______ month ________ year

2. When did you leave the Urban 4-H Program?

   _______ month ________ year

3. Why did you leave the Urban 4-H Program?

   ____

   ____

   ____

4. Is there anything you did not like about the Program?

   [ ] Yes [ ] No

   If yes, what things did you dislike about it? (NOTE TO INTERVIEWER - Please make certain that they consider the following possibilities: didn't like the leaders, didn't like the activities in the Program, didn't have enough materials to work with, etc.)

   ____

   ____

   ____

   ____

   ____

   ____

5. Of all the activities you participated in which one did you like the most?

6. Have you been on any Urban 4-H camping outings?

[ ] Yes [ ] No

7. What type of camping outing was it?

1. [ ] Day camp
2. [ ] Resident camp (overnight)
3. [ ] Have been on both day camp and resident camp outings

8. Did you enjoy the camping experience?

[ ] Yes [ ] No

(a) If "yes," what did you enjoy the most?

(b) If "no," what did you dislike about it?

9. Had you ever been camping before? (Such as with family, and and friends, or another organization?)

[ ] Yes [ ] No

10. Would you like to go camping again?

[ ] Yes [ ] No

11. Did you learn any new things by being in the Urban 4-H Program?

[ ] Yes [ ] No

If "yes," what new things did you learn?

12. Do you belong to other clubs now? (For example, girl scouts, boy scouts, school clubs, etc.)

☐ Yes ☐ No

If "yes," what clubs?

____

____

13. Had you belonged to other clubs in the past?

☐ Yes ☐ No

14. Is there anything else you would like to say about the Program?

____

____

____

____

____

Appendix M

Attitudes and Opinions of Selected Extension Staff Concerning Goals, Problems, Resources and Strengths

Interview Schedule for a Tape Recorded Interview - Initial Reactions

1. Do you feel that you can openly and freely answer sensitive questions about the urban project to me as a representative of the ORD, the organizational unit charged with evaluation of the Urban Project
2. The following questions concern your knowledge of and attitudes toward the goals of the Urban 4-H Program.
   A. What are the goals of this Program?
   B. Who is determing the goals of the Program?
   C. Are the goals desirable, realistic, important, and consistent with each other?
   D. Are the goals the same as the ones you prefer? If not, why aren't they? If not, what are the major changes in emphasis you would prefer?
   E. Is it appropriate for the Extension Center to work with the client group identified for this program?
   F. What has been your previous experience working with individuals or groups similar to the client group identified for this Program?
   G. What are your perceptions of the other county and area staff members; administrators; and/or program persons involved in this Program concerning their abilities or desires to work with the identified client group?
   H. Do you perceive that you personally will have much direct involvement with the identified client group for this Program? What are your feelings about your involvement (or lack of involvement)? Do you think you should be involved, and if so, to what extent?

   - I. Do you consider this Program to be a separate or special program or to be a part of your permanent future responsibilities?
   - J. Do you feel this Program is compatible with your other responsibilities? If not, where do the differences occur? Could anything be done to resolve these differences? If so, what and by whom?
   - K. Are the goals of this project sufficient or appropriate to meet (a) the needs of the identified client group? (b) your needs as an individual staff member of the Appalachian Center? (c) the needs of the organization itself?

3. A number of different methods are being used to plan, conduct, and evaluate this Program.
   - A. The team approach to program design and implementation (vs an individual approach) is being stressed toward programming in general and toward work with low-income inner-city youth in particular. How do you feel about this approach personally? What effect do you feel it will have regarding motivation of Extension persons and how much effort do you plan to expend to make it work?
   - B. A steering committee has been used to conduct the initial planning of the Urban 4-H Program. The committee is designed to represent each of the two county offices, the area office, state program staff, administration and evaluators. What are your feelings about this committee?
   - C. There has been a rather heavy direct involvement of state level programming staff in this particular county program. What are your feelings about this method of joint program planning? Also, how do you feel about direct client involvement in the planning process?
   - D. Since the inception of this program, the Program Evaluation and Review Technique (PERT) has been used. What are your opinions concerning the use of this technique for this program?
   - E. What new techniques or approaches are needed to integrate the new way of evaluation into the total development procedure of this or other programs?
4. In your opinion, what are the major problems confronting this Program? (In addition to listing the problems, we also want to know how severe the problems are, and who or what is causing them (e.g. within Extension and at what level, and outside of Extension).

A. Has your attitude toward the Program or the staff related to the program changed substantially in any way since the Program was first announced.

B. Do you feel the organizational communication concerning the Program has been adequate for your purposes? If not, do you know what has prevented the lack of communication and could you suggest improvements? If not adequate, do you feel the lack of communication is serious enough to impair the success of the Program.

C. Do you understand and agree with your role in the Program? If not, why? Do you feel that other staff members, programmers and administrators understand and agree with their roles? If not, why? Do you understand and agree with the present roles of other staff members and administration involved in the Program? Is the leadership in the Program clearly understood by you and others involved? Do you feel competent to carry out your role in this Program? If not, how could your competence be increased? Do you feel that the organizational training function is adequate?

D. Do you feel that the planning, organizing, staffing and operation of the project to date has been adequate? If you do not so feel, would you describe what you feel has occurred that should have been handled differently and how?

5. Do you feel that you understand what organizational resources are available for conducting this Program (dollars, staff time, organizational commitment, materials, backup support, etc.)? If not, why and what should be done about it?

   A. What are the major resources you have at your disposal to conduct this Program?

      1. Are your resources adequate to get the job done? If not, why aren't they adequate. Could anything be done to make existing resources more adequate or available. If so, what could be done?
      2. Given the reality of limited resources, what additional resources do you think could and should be placed at your disposal for the purposes of this program? Does the project need additional help - from consultants, specialists, etc.
      3. Are you working to create additional resources for this Program? If so, what resources are you trying to get (and where are you trying to get them)? How are you

trying to get them? What problems have you experienced in trying to get them? What, if anything, are you doing (or done) to solve those problems?

B. Are you satisfied with the administration of the resources available for this Program. If not, why and what should be done about it?

C. Do you feel that this Program is or will be a permanent part of your programming effort in the future?

D. Are you aware of the Appalachian Centers' Kanawha County Urban Extension planning committee? What are your feelings concerning that committee?

6. In your opinion, what are the major strengths of this program? (please consider such items as the type of program in relation to other Appalachian Center program thrusts, client group, administration, program leadership, evaluation, resources, time span for the Program, method planning, etc.)

Attitudes and Opinions of Extension Staff Concerning Goals, Problems, Resources and Strengths

1. Do you feel that you can openly and freely discuss the Urban 4-H Program with me as a representative of the Office of Research and Development, the organizational unit charged with evaluation of the urban project?
2. The following questions concern your knowledge of and attitudes toward the goals of the Urban 4-H Program.

A. What are the goals of the Urban 4-H Program?

B. Who do you feel is determining the goals of the Program?

C. Do you feel that the goals are desirable and realistic?

D. Do you feel that the Urban Program goals have changed during the past year and one half? If so, how and why. What caused the changes to take place?

E. Since the beginning of the Urban 4-H Program has **your understanding** of the Program goals and objectives increased, decreased, stayed the same? Why do you feel this has happened?

F. Do you feel the goals and objectives of the Urban 4-H Program are more or less clearly understood now **by other staff members** than they were when we discussed the Program about a year ago. What has cuased the changed level of understanding?

G. Is it appropriate for the Appalachian Center to work with the client group identified for this Program?

H. What are your perceptions of the other county and area staff members; administrators; and/or persons involved in this Program concerning their **abilities or desires** to work with the identified client group? Do you think their abilities or desires to work with the client group have changed since the beginning of the Program?

I. Have you personally had much direct involvement with the identified client group for this Program? What are your feelings about your involvement (or lack of involvement)? Do you think you should be involved, and if so, to what extent?

J. Do you consider this Program to be a part of your permanent future responsibilities or do you think it is a separate or special program that will end in a few years?

K. Do you feel this Program is compatible with your other responsibilities? If not, where do the differences occur? Could anything be done to resolve these differences? If so, what and by whom?

L. Do you feel that the goals of this project are adequate to meet (a) the needs of the identified client group? (b) your needs as an individual staff member of the Appalachian Center? (c) the needs of the organization itself?

3. A number of different methods are being used to plan, conduct, and evaluate this Program.

A. The **team approach** to program design and implementation (vs an individual approach) is being stressed toward programming in general and toward work with low-income inner-city youth in particular. How do you feel about this approach personally? What effect do you feel it has had regarding motivation of Extension persons.

B. A **Steering Committee** has been used to assist in the planning and guidance of the Urban 4-H Program. The committee is designed to represent each of the two county offices, the area office, state program staff, administration and evaluators. What are your feelings about this Committee?

C. There has been a rather heavy direct **involvement** of state level programming staff in this particular county based program. What are your feelings about this method of **joint**

program planning? Also, how do you feel about direct client involvement in the planning process?

   D. Since the inception of this Program, a modification of the **Program Evaluation and Review Technique** (PERT) has been used to aid the program planning process. What are your opinions concerning the use of this technique for this Program?

   E. What new techniques or approaches are needed to integrate the new way of **evaluation** into the total development procedure of this or other programs?

4. In your opinion, what are the major problems confronting this Program? (In addition to listing the problems, we also want to know how severe the problems are, and who or what is causing them (e.g. within Extension and at what level, and outside of Extension).

   A. Has your attitude toward the Urban Program or the Urban Program staff changed in any particular way since the program began?

   B. Do you feel the **organizational communication** concerning the Program has been adequate for your purposes? If not, do you know what has prevented the lack of communication and could you suggest improvements? If not adequate, do you feel the lack of communication is serious enough to impair the success of the Program.

   C. What do you understand to be **your role in the Program** and do you agree with that role? If not, why? Do you feel that other staff members, programmers and administrators understand and agree with **their roles**? If not, why? Do you understand and agree with the present roles of other staff members and administration involved in the Program? Is the leadership in the Program clearly understood by you and others involved? Do you feel competent to carry out your role in this Program? If not, how could your competence be increased? Do you fe[illegible]t the organizational training function should be more closely related to this Program?

   D. Do you feel that the planning, organizing, staffing and operation of the project to date has been adequate? If you do not so feel, would you describe what you feel has occurred that should have been handled differently and how?

5. Do you feel that you understand what organizational resources are available for conducting this Program (dollars, staff time,

organizational commitment, materials, backup support, etc.)? If not, why and what should be done about it?

A. What are the major resources you have at your disposal to conduct this Program?
   1. Are your resources adequate to get the job done? If not, why aren't they adequate. Could anything be done to make existing resources more adequate or available. If so, what could be done?
   2. Given the reality of limited resources, what additional resources do you think could and should be placed at your disposal for the purposes of this Program? Does the project need additional help - from consultant specialists, etc.
   3. Are you working to create additional resources for this Program? If so, what resources are you trying to get (and where are you trying to get them)? How are you trying to get them? What problems have you experienced in trying to get them? What, if anything, are you doing (do done) to solve those problems?

B. Are you satisfied with the administration of the resources available for this Program. If not, why and what should be done about it?

C. Do you feel that this Program is or will be a permanent part of your programming effort in the future?

6. In your opinion, what are the major strengths and weaknesses of this Program? (please consider such items as the type of program in relation to other Appalachian Center program thrusts, client group, administration, program leadership, evaluation, resources, time span for the Program, method planning, etc.)

   A. Do you feel that the outcome of this project will affect other planning and programming within the organization?

Urban 4-H Program Evaluation
1 Year Follow-up Questionnaire
Attitudes and Opinions of Extension Staff Concerning Goals, Problems, Resources, and Strengths

Name of staff member ______________________ city: ________

1. At the onset of the Urban 4-H Program, certain goals and objectives were set. Do you feel that these goals have:
    1. [ ] stayed the same
    2. [ ] been elaborated on
    3. [ ] changed direction

2. From the beginning of the Urban 4-H Program up to the present time, has your understanding of the goals and objectives:
    1. [ ] increased
    2. [ ] decreased
    3. [ ] stayed the same

    If increased or decreased, please explain what has changed your level of understanding.

    ____
    ____
    ____
    ____
    ____

3. Specifically, what is the Urban 4-H Program attempting to accomplish?

    ____
    ____
    ____
    ____
    ____
    ____
    ____

4. Do you feel that the other staff members clearly understand the objectives of the Program?
    1. [ ] yes
    2. [ ] no
    3. [ ] don't know

If "no," why do you feel they do not have this understanding?

5. Do you feel that the other county and area staff members, administrators, and/or program persons involved in this Program have the ability and desire to work with the identified client group?
   1. ☐ ability and desire
   2. ☐ ability, but lack desire
   3. ☐ desire, but lack ability

   If chose No. 2 or No. 3, please explain

6. In the early stages of the Urban 4-H Program many staff members were uncertain about their role in the Program. Do you feel they now understand their roles?
   1. ☐ yes
   2. ☐ no

   If "yes," to what do you attribute this change in their level of understanding?

7. Has your role in the Program been direct or indirect?
   1. ☐ direct
   2. ☐ indirect

   Please briefly explain what your role has been?

8. Do you look upon your role in the Urban 4-H Program to be a part of your permanent job responsibilities?
   1. [ ] yes
   2. [ ] no

9. Do you feel that the manner in which the Program is being administered is satisfying the needs of the identified client group?
   1. [ ] yes
   2. [ ] no

   If "no," what do you feel needs to be altered so that it will meet their needs?

10. A number of different methods are being used to plan, conduct, and evaluate this Program, one of them being the team approach, which is used for program design and implementation. Do you feel that the team approach has worked?
    1. [ ] yes
    2. [ ] no

    If "yes," what benefits have been derived from using this approach?

    If "no," why do you feel it has not worked?

11. A Steering Committee has been used throughout the Urban 4-H Program to assist in its planning and guidance. Do you feel it has been useful?
    1. [ ] yes
    2. [ ] no

If "yes," in what way has it proved to be useful?

____

____

____

If "no," please explain.

____

____

____

12. Joint program planning is another method which has been used throughout the Urban 4-H Program, which has involved direct involvement from both the county level staff and the state level staff. Do you feel that this particular method of planning has been useful to the Program?

   1. [ ] yes
   2. [ ] no

   If "yes," in what ways?

____

____

____

____

   If "no," please explain.

____

____

____

   Also, what kind of involvement do you feel the client group should have in the planning process? Please explain your response.

   1. [ ] direct

   2. [ ] indirect

   3. [ ] none

13. A modification of the Program Evaluation and Review Techniques (PERT chart) has been used all through the Urban 4-H Program to aid in the program planning process. Do you feel the ideas depicited in the PERT chart have been useful in its designated function?

    1. ☐ yes
    2. ☐ no

    Have you been directly involved with the PERT chart in this program? (Whether it be in making the chart, in using the chart, etc.)

    1. ☐ yes
    2. ☐ no

    What are your feelings about the PERT chart technique?

    ____

    ____

    ____

    ____

14. At times throughout this Urban Program, there have been communication problems within the organization. Do you feel that a lack of communication still exists?

    1. ☐ yes Why? ______________________________

    ____

    2. ☐ no Why? ______________________________

    ____

    If there are communication problems, do you feel they are serious enough to impair the success of the Program?

    1. ☐ yes
    2. ☐ no

15. Could you identify what you feel have been major problems that have occurred in the Program?

    1. ______________________________
    2. ______________________________
    3. ______________________________
    4. ______________________________

Do you feel these problems still exist?

1. [ ] yes
2. [ ] no

If "yes," which problems still exist?

____

____

____

16. In the early stages of the Urban Program, there were concerns expressed about some of the administrative problems, such as ordering supplies and equipment, hiring staff, etc. Do you feel these concerns;

    1. [ ] still exist
    2. [ ] exist to a lesser degree
    3. [ ] no longer exist

17. Various staff members have expressed difficulty in recruiting and/or retaining volunteer leaders for the Urban 4-H Program. Do you feel that the input from the volunteer leaders has been satisfactory?

    1. [ ] yes
    2 [ ] no
    3. [ ] have no knowledge about their input

    If "no," why?

    ____

    ____

    ____

18. Do you feel that the existing resources (money, staff time, materials, etc.) are adequate to operate a successful Urban 4-H Program?

    1. [ ] yes
    2. [ ] no

    If "no," what else is needed? (Please consider also how much of the resource(s) is needed and for what purpose).

    ____

    ____

    ____

    ____

19. Can you identify any community resources that are being incorporated into the Program and if so, what are they?

20. Have you had feedback from within the community concerning the Program, whether it be from individuals or groups?

1. [ ] yes
2. [ ] no

If "yes," please explain what information was given and whether any action resulted from it.

21. Are you regularly informed about what goes on within the Program?

1. [ ] yes
2. [ ] no

If "yes," how is this information relayed to you?

22. There have been times when staff members have expressed concern about the organizational status of program assistants is clearly understood by both the staff and the program assistants?

1. [ ] yes
2. [ ] no

If "no," what is the crux of this misunderstanding?

23. Do you feel the Urban 4-H Program could be operated more efficiently with one leader in each city?

    1. [ ] yes
    2. [ ] no

    Please explain your response.

24. Do you feel that coordination is needed between the two cities to insure a successful Urban 4-H Program?

    1. [ ] yes
    2. [ ] no

    Please explain your response.

The next 6 questions will deal with both the Urban 4-H Program and the Traditional 4-H program.

25. If an increase in resources were to occur for the 4-H Program, should these resources be used to further;

    1. [ ] the traditional 4-H program
    2. [ ] the Urban 4-H Program
    3. [ ] both

    If "both," in what proportions should they be dispensed?

26. Please list similarities, if any, that you see between the traditional 4-H program and the Urban 4-H Program?

    1. ______________________________
    2. ______________________________

3. ____
4. ____
5. ____

27. Please list differences that you see between these two programs.
    1. ____
    2. ____
    3. ____
    4. ____
    5. ____

28. Do you feel the Urban Program and the regular 4-H program should be integrated into a single 4-H program?

1. [ ] yes
2. [ ] no

Please explain response.

____
____
____
____
____

28. Do you feel it would be feasible to offer programs that would bring the traditional 4-H members and the Urban 4-H members together?

1. [ ] yes
2. [ ] no

If "no," Why would this not work?

____
____
____

30. Concerning the awards and recognition system utilized in the traditional 4-H program, do you feel the recognition ceremonies could encompass both groups at the same time, or should there be a separate system for the two groups?

1. [ ] together
2. [ ] separate

Please explain your answer.

____

____

____

____

31. Please identify what you feel are two major strengths of the Urban 4-H Program and two major weaknesses.

Strengths 1. ________________________________
2. ________________________________
Weaknesses 1. ______________________________
2. ______________________________

32. On a scale from 1 to 10, where 1 indicates little success and 10 equals total success, how successful do you feel the Urban Program has been during the past three years in accomplishing its objectives?

1 2 3 4 5 6 7 8 9 10

33. Do you feel that the Urban 4-H Program should be expanded to other cities in West Virginia at this time?

1. [ ] yes
2. [ ] no

If "yes," do you feel that other staff members in the expansion areas would agree with you?

1. [ ] yes
2. [ ] no

If "no," why not?

If you were going to attempt to guide its expansion to other areas, how would you do it?

Attitudes and Opinions of Extension Program Assistants Concerning Goals, Problems Resources and Strengths

(Joint CRD-Urban Questionnaire)

1. Do you feel that you can openly and freely answer sensitive questions about the urban project to me as a representative of the ORD, the organizational unit charged with evaluation of the 4-H Community Resource Development Program.
2. The following questions concern the goals of the 4-H Community Resource Development Program.
   - A. What do you understand to be the primary and secondary goals of this Program?
   - B. Are the goals consistent with each other and do you feel the Appalachian Center can achieve these goals?
   - C. Are the goals the same as the ones you would prefer? If not, why and what major changes would you prefer?
   - D. Who do you identify as the client group for this Program?
   - E. Do you feel that the goals of this project are sufficient or appropriate to meet the needs of the identified client group?
3. In your opinion, what are the major problems confronting this Program? (In addition to listing the problems, we also want to know how severe the problems are, and who or what is causing them (e.g. within Extension and at what level, and outside of Extension).

A. Do you feel the organizational communication concerning the program has been adequate for your purposes? If not, do you know what has prevented the lack of communication and could you suggest improvements?
B. What do you understand your role to be in this Program? Do you agree with your role in the Program? If not, why? Do you feel that others involved in the Program understand and agree with their roles? How do you plan to carry out your role in the Program?
C. Who are the leaders in this Program? Is the leadership in the Program clearly understood by you and others involved?
D. Are there other problems that you can identify that should be resolved in order to enhance the probable success of the Program?

4. Do you feel that you understand what organizational resources are available for conducting this Program (dollars, staff time, organizational commitment, materials, etc.)? If not, why?
   A. What are the major resources you have at your disposal to conduct this Program?
      1. Are your resources adequate to get the job done?
      2. Given the reality of limited resources, what additional resources do you need to make this Program successful?
5. In your opinion, what are the major strengths of this Program (please consider such items as the type of program in relation to other Appalachian Center program thrusts, client group, administration, program leadership, evaluation, resources, time span for the Program, method planning, etc.)
6. This Program has been planned around a concept of using paid program assistants, paid program aides, volunteer leaders, and certain members of the WVU Extension Staff. Please describe briefly your understanding of how the Program is to operate and what it plans to accomplish, both short run and long run.

1. Do you feel that you can openly and freely answer questions about the Urban 4-H Program to me as a representative of the Office of Research and Development, the organizational unit charged with evaluation of the Program?

2. The following questions concern the goals of the Urban 4-H Program.
   - A. What are the goals of the **Urban** 4-H Program?
   - B. Are the goals realistic and obtainable?
   - C. Who do you identify as the client group for this Program?
   - D. Do you feel that the goals for this Program are sufficient or appropriate to meet needs of the identified client group?
   - E. Since the beginning of the Urban 4-H Program has **your understanding** of the program goals and objectives increased, decreased, stayed the same? Why do you feel this has happened?
   - F. Do you feel the goals and objectives of the Urban 4-H Program are more or less clearly understood now **by other staff members** than they were when we discussed the Program about a year ago? What has caused the changed level of understanding?
3. In your opinion, what are the major problems confronting this Program? (In addition to listing the problems, we also want to know how severe the problems are, and who or what is causing them, e.g. within Extension and at what level, and outside of Extension.)
   - A. Do you feel the organizational communication concerning the Program is adequate for your purposes? If not, do you know what has prevented the lack of communication and could you suggest improvements?
   - B. What do you understand your role to be in this Program? Do you agree with your role in the Program? If not, why? Do you feel that others involved in the Program understand and agree with their roles?
   - C. Who are the leaders in this Program? Is the leadership in the Program clearly understood by you and others involved?
   - D. Are there other problems that you can identify that should be resolved in order to enhance the probable success of the Program?

4. Do you feel that you understand what organizational resources are available for conducting this Program (dollars, staff time, organizational commitment, materials, etc.)? If not, why?
   A. What are the major resources you have at your disposal to conduct this Program?
      1. Are your resources adequate to get the job done?
      2. Given the reality of limited resources, what additional resources do you need to make this Program successful?
   B. In your opinion, are there any significant problems concerning the administration of available resources? Can you identify and discuss these problems?
5. In your opinion, what are the **major strengths** of this Program (please consider such items as the type of program in relation to other Appalachian Center program thrusts, client group, administration, program leadership, evaluation, resources, time span for the Program, method planning, etc.)?

URBAN 4-H PROGRAM EVALUATION

Attitudes and Opinions of Extension Program Assistants Concerning Goals, Problems, Resources, and Strengths.

1-Year Follow-up Questionnaire

Name of program assistant ______________________ city: ________

1. At the onset of the Urban 4-H Program, goals were set. Do you feel that those goals have:
   1. ☐ Stayed the same
   2. ☐ Been elaborated on
   3. ☐ Changed direction
2. From the beginning of the Urban Program up to the present time, has your understanding of the goals and objectives:
   1. ☐ increased
   2. ☐ decreased
   3. ☐ stayed the same

   If increased or decreased, please explain what has changed your level of understanding.
3. Do you feel that the other Program assistants clearly under stand the objectives of the Program?
   1. ☐ yes
   2. ☐ no
   3. ☐ don't know

   If "no," why do you feel they do not have this understanding?

4. Specifically, what is the Urban 4-H Program attempting to accomplish?

5. Do you clearly understand your role in the Program?
   1. [ ] yes
   2. [ ] no

   If "no," please explain.

6. Do you feel the Program is meeting the needs of the client group?
   1. [ ] yes
   2. [ ] no

   If "no," why and what can be done?

7. Do you feel you get enough administrative support?
   1. [ ] yes
   2. [ ] no

   If "no," please explain.

8. Do you feel you have an adequate voice in decision making?
   1. [ ] yes
   2. [ ] no

9. Do you consider yourself free or constrained, structured or unstructured, in the way in which you plan and report your activities in the Program

____

____

____

____

10. Do you feel that the technique you use in carrying out your role is approved of by others involved in the Program?

    1. [ ] yes
    2. [ ] no

    If "no," please explain.

____

____

____

11. How often are you required to turn in a report of your work?

____

    Do you feel these reports should be turned in:

    1. [ ] more often
    2. [ ] less often
    3. [ ] the same as is done now

12. Do you see any benefit for yourself from preparing required reports?

    1. [ ] yes
    2. [ ] no

13. At times throughout this Urban Program, there have been communication problems within the organization. Do you feel that a lack of communication exists now?

    1. [ ] Yes Why?

____

____

    2. [ ] No What has changed that has caused better communication?

____

____

14. Could you please identify major problems which have confronted the Program?

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

5. ____________________

____

Do you feel these problems still exist?

1. [ ] yes
2. [ ] no
3. [ ] exist in a lesser degree

15. Do you feel you have adequate supplies, equipment, and monies at your disposal?

1. [ ] yes
2. [ ] no

If "no," what specific resources are needed? (Please also consider how much you need and for what?

____
____
____
____
____
____
____
____

16. Have you encountered trouble in recruiting volunteer leaders and keeping them?

1. ☐ yes
2. ☐ no

If "yes," please explain.

17. Do you feel you need specific training concerning recruitment and use of volunteer leaders?

1. ☐ yes
2. ☐ no

If "yes," and if you have some thoughts on what should be included in this training, please give your ideas.

18. Do you feel that the input from the volunteer leaders has been satisfactory?

1. ☐ yes
2. ☐ no

If "no," please explain.

19. Do you feel there has been sufficient parent involvement with the Program?

1. [ ] yes
2. [ ] no

If "no," please explain.

20. Basically, what does the parent involvement consist of; what do they do?

21. Have you explained to parents what their role should or might be in the Urban 4-H Program?

1. [ ] yes
2. [ ] no

22. Can you identify any community resources that are being incorporated into the Program and if so, what are they?

23. Have you had feedback from within the community concerning the Program, whether it be from individuals or groups?

1. [ ] yes
2. [ ] no

If "yes," please explain what information was given and what action, if any, resulted from it.

24. Do you feel the Urban 4-H Program could be operated more efficiently with one leader in each city?

    1. [ ] yes
    2. [ ] no

    Please explain your response.

25. Do you feel that coordination is needed between the two cities to help insure the success of the Urban 4-H Program?

    1. [ ] yes
    2. [ ] no

    Please explain your response.

26. Please list similarities, if any, that you see between the traditional 4-H program and the Urban 4-H Program?

    1. ____________________
    2. ____________________
    3. ____________________
    4. ____________________
    5. ____________________

27. Please list differences that you are between the traditional and Urban 4-H Programs.

    1. ____________________
    2. ____________________
    3. ____________________
    4. ____________________
    5. ____________________

28. Do you feel that the Urban Program should be integrated into the other regular 4-H programs?

1. [ ] yes
2. [ ] no

If "no," why not?______________________________

____

29. Do you feel it would be feasible to offer programs that would bring the traditional 4-H members and the Urban 4-H members together?

1. [ ] yes
2. [ ] no

If "yes," how could this be done?

____

____

____

If "no," why would this not work?

____

____

____

30. Concerning the award system which is utilized in the traditional 4-H program, do you feel the recognition ceremonies could encompass both groups at the same time, or should there be a separate system for the Urban group?

1. [ ] together
2. [ ] separate

Please explain your response.

____

____

____

____

31. Please identify what you feel are two major strengths of the Urban 4-H Program and two major weaknesses.

Strengths 1. ________________________________
2. ________________________________

Weaknesses 1. ______________________________
2. ______________________________

32. On a scale from 1 to 10, where 1 indicates little success and 10 equals total success, how successful do you feel the Urban Program has been during the past three years in accomplishing its objectives

Little Success 1 2 3 4 5 6 7 8 9 10 Total Success

Appendix N
Parent/Family Information Initial and Follow-up

Initial Parent/Family Interview Schedule
Urban 4-H Program

Information to be completed by interviewer.

Name of Parent ________________________________

Name of Child ________________________________

Parents Age: ____Father ____Mother

Race: _____White _____Black _____Other

Number of children at home_____ Ages of children ___/___/___/

Number of children in Urban 4-H Program____________

Questions to be asked to parents by the interviewer.

1. How long have you lived in this city? ______Yrs.
2. How many times have you moved within the city?__________
3. Did you move because of:

   [ ] Urban renewal [ ] Highway construction
   [ ] Other reasons: please specify________________________
   ____

4. Do you plan to continue to live in this area of the city?

   ☐ Yes ☐ No

5. Does your child talk about the Urban 4-H Program at home?

   ☐ Quite often
   ☐ Sometimes
   ☐ Not very often

6. What activities in the Program has your child told you about?

7. What do you think your child has learned from the Urban 4-H Program? (Knowledge about subjects, skills, behavior)

8. Have you noticed any particular changes in your child since he/she started participating in the Urban 4-H Program?

   ☐ Yes ☐ No noticeable change

9. Could you describe any changes for example.

   In play with other children
   Around home
   In school work
   Toward brothers and sisters
   Toward parents

10. Do you like the activities the children are engaged in?

    ☐ Yes ☐ No

11. What different kinds of program activities would you like to see started or continued?

12. Does your child plan to continue to participate in the Urban 4-H Program?

☐ Yes ☐ No ☐ Undecided

13. Do you have other children that will be participating in the Urban 4-H Program?

☐ Yes ☐ No ☐ Undecided

14. Do you feel that you understand or know enough about the Urban 4-H Program, or would you like to know more about what is going on?

☐ Understand sufficiently ☐ Want to know more

15. If you would like to know more about the Program, could you give us some examples about what you would like to know?

For example:

☐ What activities are available
☐ Frequency of meetings
☐ Who are the adult leaders
☐ How is my child doing
☐ Other

16. Is there anything else you would like to say about the Urban 4-H Program?

____
____
____
____
____
____
____

Parent/Family Follow-up Information
Urban 4-H Program

Name of Parent ____
address

Name of Child ____

How many of your children go to Urban 4-H meetings and/or activities? ____________

Number of children who go to Urban 4-H functions, by age category:

___ 4-5 yrs. old
___ 6-11 yrs. old
___ 12-15 yrs. old
___ 16-18 yrs. old

1. Have you moved within the city since you were interviewed last year?

   ☐ Yes ☐ No

   (a) If "yes," how many times did you move? __________

   (b) Did you move because of:

   - ☐ Urban renewal
   - ☐ Highway construction
   - ☐ Both Urban renewal & highway construction
   - ☐ Employment reasons (i.e., change jobs, job transfer, etc.)
   - ☐ Better living conditions
   - ☐ Escape high rent
   - ☐ Change in marital status
   - ☐ Other reasons: please specify ____________________

     ____

     ____

2. Do you plan to continue to live in this area of the city?

   ☐ Yes ☐ No

3. Does your child talk about the Urban 4-H Program at home?

   ☐ Quite often ☐ Not very often
   ☐ Sometimes

4. What activities in the Program has your child told you about this past year?

____

____

____

____

5. What do you think your child has learned from participating in the Urban 4-H Program this year? (For example: knowledge about various subject matter, such as photography, new skills such as craft work, etc.)

____

____

____

____

6. What particular changes, if any, do you feel have occured within your child as a result of being in the Urban 4-H Program this year? (For example: a change in self-confidence, a change in his/her ability to get along with people of different ages, a change in attitude toward school, etc.)

____

____

____

7. Do you like the activities the children are engaged in?

   [ ] Yes [ ] No

8. Has your child participated in an Urban 4-H camping experience(s)?

   [ ] Yes [ ] No

   (a) If "yes," were you satisfied with the camping experience(s)?

      [ ] Yes [ ] No

   (b) If "no," please explain why you are disatisfied

____

____

____

9. What different kinds of program activities would you like to see started or continued?

____

____

10. Have you had contact with the Extension Service Staff? (Program assistants or Extension Agents).

[ ] Yes [ ] No

(a) If "yes," what was the contact(s) about?

(b) Was your reaction to the contact.

[ ] Favorable or [ ] Unfavorable

(c) If "unfavorable," what was unfavorable about it?

11. Have you had contact with adult or junior volunteer leaders?

[ ] Yes [ ] No

(a) If "yes," what did that contact involve?

(b) Was your reaction to the contact(s):

[ ] Favorable or [ ] Unfavorable

(c) If "unfavorable," why?

12. During this past year, have you run into a situation where you child has not been able to participate in an activity(s) because the activity costs more than you were willing to pay?

[ ] Yes [ ] No

If yes, what was this activity(s)

13. Do you feel more knowledgeable this year than you did last year concerning what is going on within the Urban 4-H Program?

[ ] Yes [ ] No

If "yes," what specific things have happened that has made you more aware?

14. If you would like to know more about the Urban 4-H Program, please tell us what you would like to know. (For example, what the children are doing, how is my child doing, frequency of meetings, etc.).

15. Do you feel that the youth have an adequate amount of supplies, material and equipment to use to complete the activities they are in?

☐ Yes ☐ No

If "no," what do you feel they are lacking?

16. Have you participated in Urban 4-H activities?

☐ Yes ☐ No

(a) If "yes," which activities and what did you do?

(b) If "no," why have you not participated?

(c) If "no," do you have friends who are actively involved in the activities and discuss with them their experiences?

☐ Yes ☐ No

17. Does your child plan to continue to participate in the Urban 4-H Program?

☐ Yes ☐ No ☐ Undecided

18. Do you have other children who will be participating in the Urban 4-H Program?

[ ] Yes [ ] No [ ] Undecided

19. How many teenagers are in your family?

[ ] None [ ] Number of teenagers in family

20. Do they participate in any way in the Urban 4-H Program?

[ ] Yes [ ] No

If "yes," in whatway have they participanted?

____

____

____

21. Would you encourage other parents to have their children join the Urban 4-H Program?

[ ] Yes [ ] No [ ] Undecided

22. Is there anything else you would like to say about the Urban 4-H Program?

____

____

____

23. Occupation of Father ______________________

24. What is highest grade of school he completed? __________

25. Occupation of Mother ______________________

26. What is highest grade of school she completed __________

27. What is the total annual family income? ______________

1. [ ] Less than $4,000
2. [ ] $4,000-$6,999
3. [ ] $7,000 and over

Appendix O

Questionnaire for those Parents Whose Youth are no Longer in the Urban 4-H Program

**These questions are to be asked
of those parents whose youth are
no longer in the Urban 4-H program.**

Name of Parent ____
address

Name of child ____

How many of your children went to Urban 4-H meetings and/or activities? ____________

Number of children who went to Urban 4-H functions, by age category;

___ 4-5 yrs. old
___ 6-8 yrs. old
___ 9-12 yrs. old
___ 13-15 yrs. old
___ 16-18 yrs. old

1. Have you moved within the city since you were interviewed last year?

   ☐ Yes ☐ No

   (a) If "yes," how many times did you move? _________

   (b) Did you move because of:

      ☐ Urban renewal
      ☐ Highway construction
      ☐ Both Urban renewal and highway construction
      ☐ Employment reasons (i.e. change jobs, job transfer, etc.)

☐ Better living conditions
☐ Escape high rent
☐ Change in marital status
☐ Other reasons: please specify

2. Do you plan to continue to live in this area of the city?

   ☐ Yes ☐ No

3. When did your child join the Urban 4-H Program?

   ________ month ________ year

4. When did your child stop going to Urban 4-H Programs or meetings?

   ________ month ________ year

5. Why did your child stop going to the Urban 4-H Programs or meetings?

   ____
   ____
   ____

6. What do you think your child learned from participating in the Urban 4-H Program? (For example: knowledge about various subjects, such as photography; new skills, such as craft work; etc.)

   ____
   ____
   ____
   ____

7. What particular changes, if any, do you feel have occured within your child as a result of being in the Urban 4-H Program. (For example: a change in self-confidence, a change in his/her ability to get along with people of different ages, a change in attitude toward school, etc.).

   ____
   ____
   ____
   ____
   ____
   ____

8. Did your child participate in an Urban 4-H camping experience(s)?

[ ] Yes Check Type: ____ Day Camp [ ] No
____ Resident camp (overnight)

(a) If "yes," were you satisfied with the camping experience(s)?

[ ] Yes [ ] No

(b) If "no," please explain why you were dissatisfied

____

____

____

9. Did you dislike anything about the Urban 4-H Program?

[ ] Yes [ ] No

If "yes," what things did you dislike about it? (NOTE TO INTERVIEWER - make sure the parent considers the following possibilities: not enough materials to work with, didn't like the activities the program offered, cost them too much money to have their child in the Urban Program, etc.).

____

____

____

____

10. Did you participate in Urban 4-H activities as a leader or helper?

[ ] Yes [ ] No

(a) If "yes," which activities and what did you do?

____

____

(b) If "no," why did you not participate?

____

____

(c) If "no," do you have friends who are actively involved in the activities and discuss with them their experiences?

[ ] Yes [ ] No

11. Do you have other children who will be participating in the Urban 4-H Program?

☐ Yes ☐ No ☐ Undecided

12. How many teenagers are in your family?

☐ None ☐ Number of teenagers in family

13. Do they participate in any way in the Urban 4-H Program?

☐ Yes ☐ No

If "yes," in what way have they participated?

14. Would you encourage other parents to have their children join the Urban 4-H Program?

☐ Yes ☐ No ☐ Undecided

15. Is there anything else you would like to say about the Urban 4-H Program?

16. Occupation of Father ________

17. What is the highest grade of school he completed? ________

18. Occupation of Mother ________

19. What is the highest grade of school she completed ________

20. What is the total annual family income?

1. ☐ Less than $4,000
2. ☐ $4,000-$6,999
3. ☐ $7,000 and over